DOCUMENT RESUME

ED 138 774 CE 010 944

TITLE Competency Based Curriculum. Pre-Vocational Business & Office Cluster. Two.
INSTITUTION West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS AGENCY West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE 76
NOTE 336p.; For a related document see CE 010 943

EDRS PRICE MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS *Basic Skills; *Business Skills; *Career Exploration; Classroom Materials; Curriculum Development; Curriculum Guides; Instructional Materials; Intermediate Grades; Junior High Schools; *Learning Activities; Office Occupations Education; *Office Practice; Performance Based Education; Prevocational Education; Resource Materials; Secondary Education

ABSTRACT

Developed to assist those who are engaged in implementing prevocational exploration programs concerned with business and office occupations, this second part of a two-part curriculum guide consists of experiential learning pacs that sample a variety of competencies performed by various workers employed in the business and office cluster. The intent of the learning pacs is to assist students in assessing whether they would like to prepare themselves for the kinds of work presented; the pacs are not intended to develop proficiency in the various occupational competencies. This second part of the guide contains materials for the following 25 learning activities: Keeping the petty cash box, preparing a flow chart, reading an 80-column punched card, understanding a form of computer language (the blinking lights--binary numbers), making appointments, receiving office callers, taking telephone messages, using the telephone directory, placing telephone calls, preparing a telegram, folding letters, wrapping packages for mailing, figuring amount of postage, using the ZIP Code Directory, making out an itinerary, completing a travel expense form, keeping a stock control record, operating the 10-key adding machine, preparing an agenda, filling in a deed, making out a receipt, preparing statements, making decisions about requisitions, using the paper cutter, using the cash register. Instructions and evaluation procedures are outlined for the teacher. (TA)

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ED138774

competency based curriculum

Pre-Vocational
Business & Office
Cluster

two

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BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business and Office Occupations

OCCUPATIONAL FAMILY: Accounting, Accounting Clerk, Stenographer General Clerk, Secretary*

*Representative Job Titles with DOT Codes

Cashier	211.368
Office manager	169.168
Secretary	201.368
Accounting clerk	219.488,010
General clerk	219.388,066

OCCUPATIONAL TASK: Keeping the petty cash box

OCCUPATIONAL COMPETENCY: Paying out cash from the petty cash fund and replenishing it.

LEARNING OBJECTIVES

After completing the learning activities the student will be able to discuss the use of the petty cash fund; fill in vouchers for the withdrawal of petty cash; determine the amount necessary to replenish the fund; and see if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained, however if you would like additional information or problems you may consult any business math, recordkeeping, or accounting textbook.

PETTY
CASH
BOX
25

THE PETTY CASH BOX

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of this packet, a cash box with $50.00 play money (both bills and change) and a pencil.

3. If you are unfamiliar with this activity you may want to read over the student's packet.

EVALUATION PROCEDURES

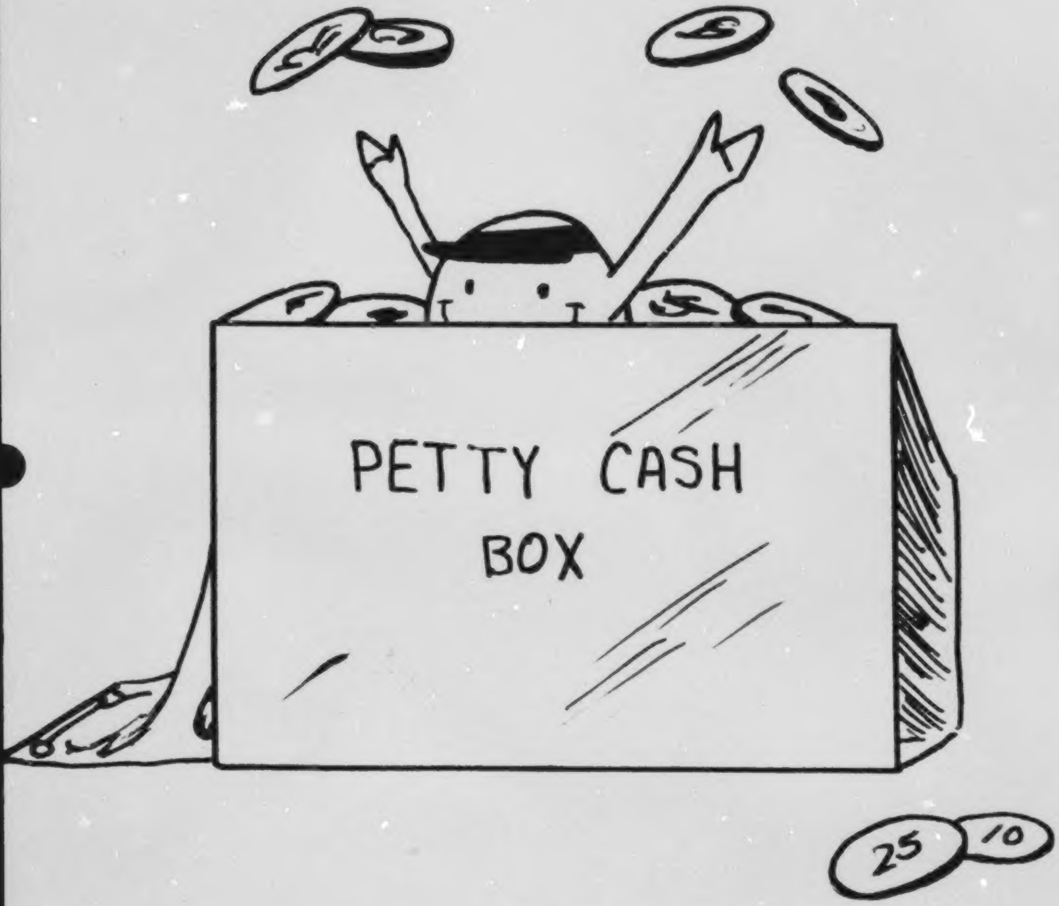
You will receive a worksheet on which the student has determined the amount necessary to reimburse the petty cash box and several petty cash receipts stating amounts paid out of the box. The student will also hand you an attitude sheet which will be helpful in determining the interest in this work and if the student would be suited for this type work.

Key to worksheet.

#39 Jim Mathney, driver	$ 1.50
#40 Miss Jarvis, secretary	13.00
#41 Mr. Townsend, principal	3.50
#42 Mr. Smithers, shop teacher	1.25
#43 Mrs. Fletcher	2.53
#44 Mike Boggs, FBLA President	4.00
#45 Miss Jarvis, secretary	1.03
#46 Miss Benndick, math	3.88
#47 Joe Johnson, truck driver	1.98
#48 Jim Mathney, Student Body Pres.	6.25
#49 Mr. Townsend, principal	7.00
	45.92

Cash in box Monday	50.00
Cash paid out	-45.92
Total cash in box	$ 4.08

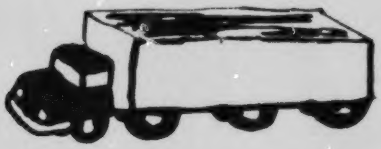
THE PETTY CASH BOX



When you have completed these activities you will be able to discuss the use of the petty cash fund; fill in vouchers for withdrawal of money; determine the amount necessary to replenish the fund; and see if this type of work suits you.

DB

My truck is outside, I need to collect for the delivery charge. It's only $2.40.



I'm selling Girl Scout cookies,
please buy some.

I need $20.00 to take a client to lunch.
We'll write a check later to expense it.

I have $1.20 too much in my petty cash box. How do I handle it?

The petty cash fund is kept in almost all offices. This is actual nickels, dimes, quarters, pennies, dollar bills, five dollar bills, etc. kept in the office in a special box that is used to pay small expenses which you don't want to write a check to pay.

One person usually has the responsibility of paying money out of the box and keeping a record of why the money was paid. In order to insure an honest record, when money is taken out a receipt is signed telling who took the money and why.

Anyone in an office may be selected to take care of this fund; however as a rule the accounting clerk will do it.

No special training is necessary except you must be honest, accurate and extremely careful with details. The money is your responsibility and if it is lost, it will be your fault.

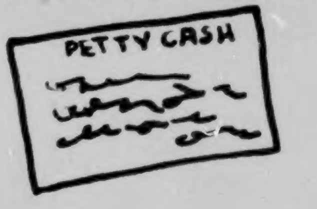
Since many different jobs may require this skill, the salary would be in keeping with the type of job involved. Special training would relate to the job, not the keeping of the fund.

LEARNING ACTIVITIES

The petty cash fund is a small sum of cash set aside for the payment of small business expenses, such as taxi and bus fares for workers on errands, buying small office supplies, postage, etc. The money is usually kept in a locked box in the office. The money is actually in pennies, nickels, dimes, quarters, dollar bills, etc. The use of the petty cash fund makes it unnecessary to write a check every time you need a few dollars to pay an expense or buy a small item.

You work in the office at school and it is your job to pay money out of the petty cash box to people who need it to pay an expense or purchase an item under $5.00. There is $50.00 in the box on Monday morning when you start to work. It is your job to either have $50.00 in cash in the box or some cash and enough slips of paper with amounts on them that will add up to $50.00.

Before you let anyone take any money from the box, you have them fill in and sign a 'petty cash receipt'. This receipt is your proof that someone has taken money and why they needed the money.



Don't ever let anyone take money and say "I'm in a hurry, I'll fill in the slip later." Many firms require approval of a person in authority before the cash may be taken. However, you have worked in the office a long time and know that the teachers can take money for certain things and you know what things are considered all right. Also you know that clubs in the school can take money out of this fund because later the money will be put back in out of their treasury money.

1 So far we have learned that a petty cash fund is actual money kept in the office so small amounts can be paid without writing a check.

2 We know that before anyone can take any money out, a receipt must be filled in and signed.

3 Before you make a receipt and give out money be sure they are getting it to pay something that meets the approval of those in authority.

PETTY CASH RECEIPT

No: 38 Date Today 1976

$ 4 98/100

Four - - - 98/100 Dollars

For light bulbs for stage

Signed Miss Jones
Drama Dept.

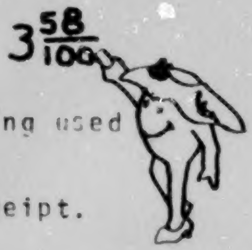
This is an example of a petty cash receipt. You number each one so you will know if one has been lost or misplaced. This is the next one in line, #38. (Your next one will be #39, and the #40, and so on.)

Use today's date. Spell out the month.

Behind the $ sign, you put the amount in figures.

In front of the Dollars word, you write the amount in words. If both dollars and cents are involved, you write the amount of the dollars in words, and put the amount of the cents in figures over top of 100.

See the way Peep does it.



After the word "for" you will put what the money is being used for.

Then the person receiving the money MUST sign the receipt.

(Miss Jones, the drama teacher, needs $4.98 to buy light bulbs for the stage lights. Notice Miss Jones did sign the form.)

You now take the $4.98 out of the petty cash box and give it to Miss Jones. Next you put the receipt in the petty cash box to take the place of the money you took out. You now have, not $50.00 in cash, but $45.02 and a slip for $4.98.

Look over the form one more time to make sure you understand just exactly how this is filled in, you will be doing some next.

There are 11 more receipts on the next few pages. You are to fill them out with the information below.

Please sign each one of these with the name of the person that is to receive the money.

See your teacher to get the petty cash box. When she gives it to you count the money in the box (play money, don't get all excited) to make sure you have EXACTLY $50.00. Next cut the eleven receipts apart and lay them in a stack. You will be starting with $50.00, don't use receipt #38 in your count.

Peep, let's make sure they know just what to do.

1. Write receipt #39 (sign it with the name of the person receiving the money)
2. Take out the amount of money the receipt is for (put it somewhere you will NOT lose it) and replace it with the receipt.
3. Go to receipt #40 and do the same way.

#39 is for delivery expense of some cheerleader letters to the school from A&H Sport Center. The driver of the truck is Jim Mathney and he will sign for the money. $ 1.50.

#40 is for postage stamps for use by the office. $13.00 for a roll and the secretary, Miss Jarvis, signs for it.

#41 for $3.50 to pay the principal back for some pencils he picked up while in town. The office needed them and they will be charged to the office supply account. Mr. Townsend will sign for them.

#42 $1.25 for bus fare to a meeting. Mr. Smithers (the shop teacher) was required to attend.

#43 is to Mrs. Fletcher, the Home Ec teacher, for some small sewing items she needed for the sewing room. It amounted to $2.53.

#44 is signed by Mike Boggs, the President of the FBLA club. He wants to buy some poster paper and magic markers to make signs announcing their flea market. He took $4.00 and this is to be taken out of his treasury.

#45 is for some typing erasers for Miss Jarvis, the secretary. She had these on her order from the board of education supply house, but they failed to send them. She bought them at the drug store and paid $1.03 for them.

#46 is to Miss Benndick the math teacher. She stopped on her way to work and bought some special graph paper and gives you the receipt she got from the supply store. The amount is $3.88.

#47 is to the driver of a truck that delivered some sports equipment. $1.98. His name is Joe Johnson.

#48 was signed by Jim Mathney, the President of the Student Body. He got some decorations for the gym for a dance to be held on Saturday night. This money will be taken out of their treasury. The amount is $ 6.25.

#49 in the amount of $7.00 to pay for some refreshments for visiting parents. Mr. Townsend, the principal, signs for it.

- - - - - - - - -

As you wrote the slips, you put them in the box and took out the money.

- - - - - - - -

It's Friday and now you have to check your cash box and make sure you haven't made a mistake, fill out a form for the secretary to check so she can put the money back in the box for you so on Monday you will again have the $50.00.

Complete the form on page ten (10) using the receipts you have put in the box as you took out the money.

THEN--count the money in the box and make sure you have EXACTLY the amount your recipt form says you should have.

Give the receipt form, the receipts, the cash box (and the extra money you took out of the box) to your teacher for approval.

Also complete the attached attitude sheet and give it to her/him.

PETTY CASH RECEIPT

No. ____________ Date ____________________ 19___

$ __________

____ Dollars

For ____

____

Signed ______________________

PETTY CASH RECEIPT

No. ____________ Date ____________________ 19___

$ __________

____ Dollars

For ____

____

Signed ______________________

PETTY CASH RECEIPT

No. ____________ Date ____________________ 19___

$ __________

____ Dollars

For ____

____

Signed ______________________

PETTY CASH RECEIPT

No. .... Date .... 19....

$ ....

.... Dollars

For ....

....

Signed ....

PETTY CASH RECEIPT

No. .... Date .... 19....

$ ....

.... Dollars

For ....

....

Signed ....

PETTY CASH RECEIPT

No. .... Date .... 19....

$ ....

.... Dollars

For ....

....

Signed ....

PETTY CASH RECEIPT

No. ____________ Date ____________________ 19___

$ __________

____ Dollars

For ____

____

Signed ______________________

PETTY CASH RECEIPT

No: ____________ Date ____________________ 19___

$ __________

____ Dollars

For ____

____

Signed ______________________

PETTY CASH RECEIPT

No: ____________ Date ____________________ 19___

$ __________

____ Dollars

For ____

____

Signed ______________________

PETTY CASH RECEIPT

No. .... Date .... 19....

$............

.... Dollars

For ....

....

Signed ....

PETTY CASH RECEIPT

No. .... Date .... 19....

$............

.... Dollars

For ....

....

Signed ....

MY HIGH SCHOOL
PETTY CASH SUMMARY
TODAY, '76

No.	Person signing receipt	Amount
#39		
#40		
#41		
#42		
#43		
#44		
#45		
#46		
#47		
#48		
#49		
	Total Petty cash paid	

Total cash in box on Monday ______

Total cash paid out (above) - ______

Total cash that should be in petty cash box now ______

______
Your name

Name ______________________

Occupational Cluster & Number BUSINESS AND OFFICE XXVI

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading about petty cash					
2. Working with the money					
3. Writing out receipts.					
4. Filling in the check sheet					
5.					
6.					
7.					
8.					
9.					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ______________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business and Office Occupations

OCCUPATIONAL FAMILY: Data Processing and related occupations*

*Representative Job Titles with DOT Code

Computer Programmer	219.388
Systems Engineer	003.187
Data Processing Analyst	012.168

OCCUPATIONAL TASK: Getting acquainted with a flow chart.

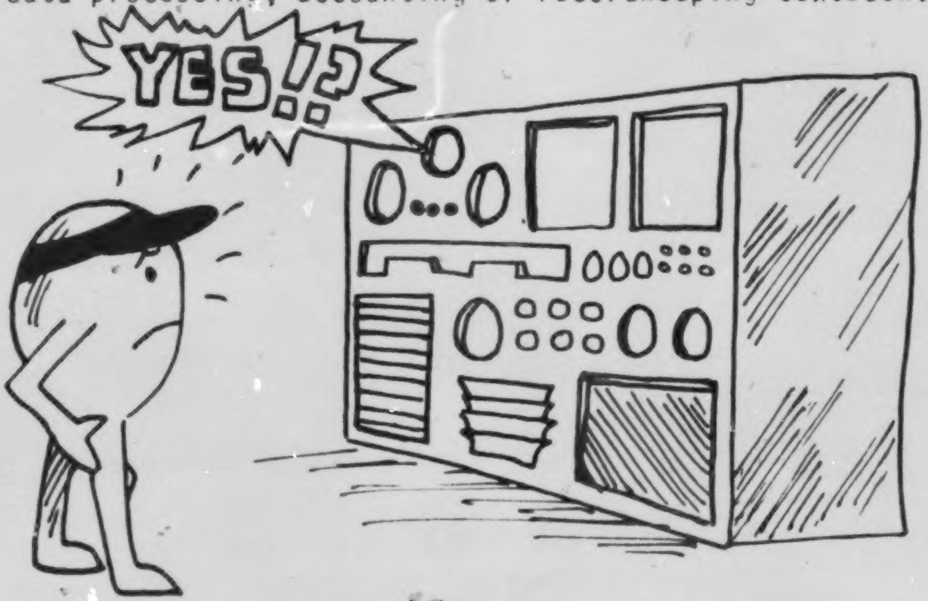
OCCUPATIONAL COMPETENCY: Reading and preparing a flow chart.

LEARNING OBJECTIVES

After completing this packet the student will be able to read a flow chart and prepare one using special flow chart symbols. This activity should help the student determine if this type of work suits them.

SUGGESTED RESOURCES

Additional information concerning flow charting may be found in any data processing, accounting or recordkeeping textbook.



PREPARING A FLOW CHART

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

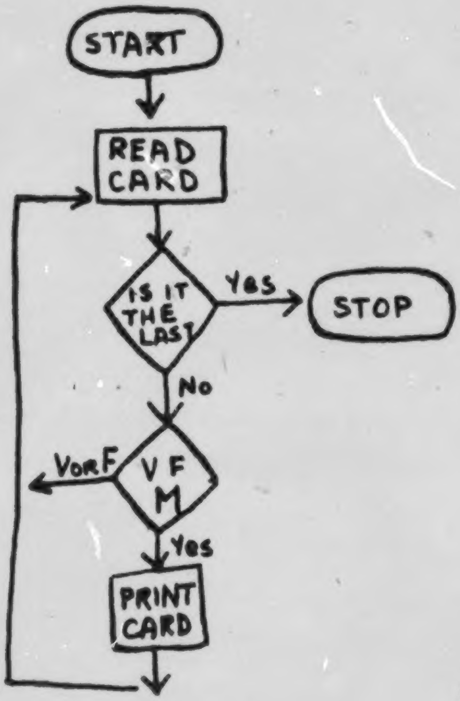
   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of only a pencil and this packet.

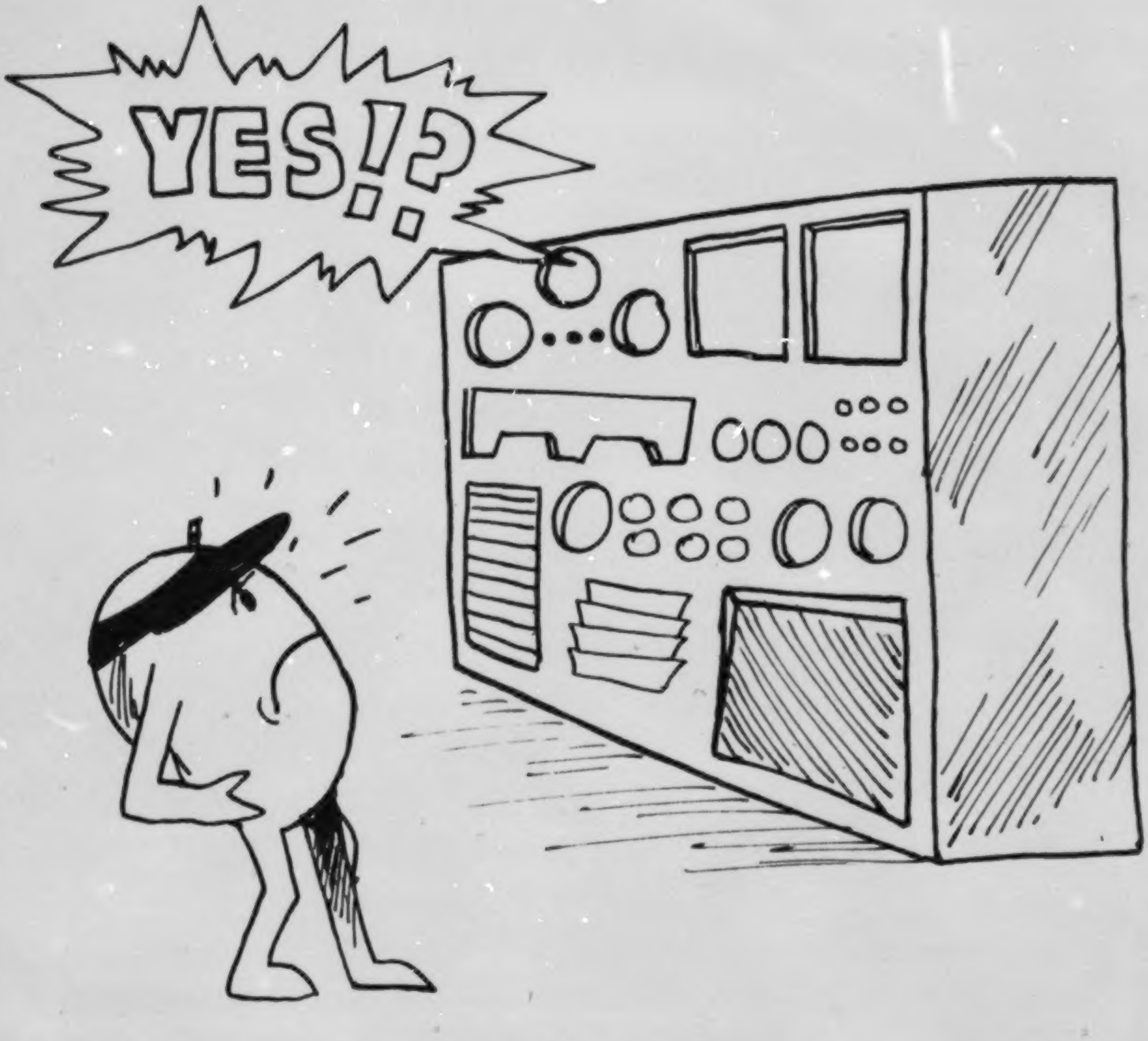
3. If you are unfamiliar with this activity, you may wish to read over the student's packet.

EVALUATION PROCEDURES

When the student has completed the activities of this packet he/she will hand you a flow chart that will be similar to the key below. An attitude sheet will be turned in that will help in determining the student's interest in this type work.

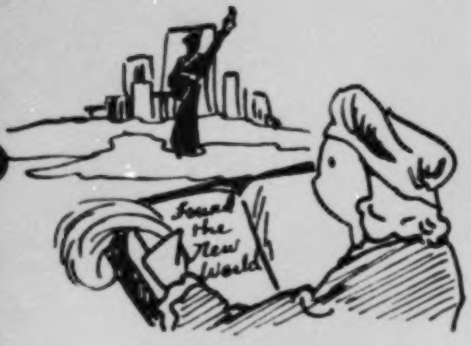


PREPARING A FLOW CHART

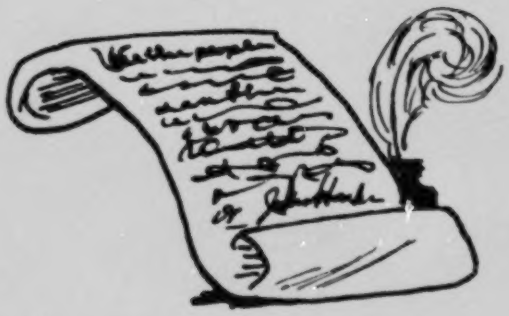


When you have completed this packet you will be able to read and prepare a flow chart. This should help you decide if this type of work suits you.

DB

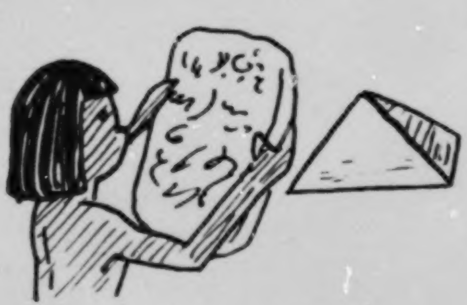


By hand as in Columbus' log of the trip to the New World.



With Quill Pen as in writing the Constitution.

Ways Data has been Processed through History.



Egyptian clay tablets.

By machines as in the Present and possible future.

Do you think data processing is something rather new? Well you are wrong. Data has been processed for thousands of years. The word data means facts or information. The word processing means handling. Haven't we been handling facts and information since the beginning of time.

Some of the ways data has been processed are manually (by hand) as Columbus must have in keeping his log on his trip to the New World; or, to go back farther, clay tables from Egypt; our Constitution was written with a feather; but business has grown until workers can no longer do all the work by hand so now data is processed by machines. First came the mechanical means such as adding machines, then came punched card machines, and finally today the newest is the electronic computer.

Data processing--putting facts in a useful form. You do this for yourself every day, businesses must do this every day. You can do it by hand and by machine; businesses use machines because machines work faster than people.

There are many, many jobs in data processing. Job titles would include: data entry operator, customer service engineer, control clerk, tape librarian, computer operator, systems analyst, and many, many more.

Do you like to work with other people; do you like to work alone? Do you want to go to college; do you want to learn your job while working? Would you be satisfied if you made just an average salary; do you want to make a high salary? Could you assume a lot of responsibility; would you rather have a job where someone else did the worrying?

If you answered the questions with a yes, there is a job in data processing for you. If you answered the questions with a no, there is a job in data processing for you.

Types of jobs, salary, type of working condition, amount of necessary training and education--data processing has a job to fit almost any need. Since these machines are able to handle so much information so fast, almost every large business in the United States and Canada now uses punched cards or computers. You could work in a bank, department store, hospital, publishing company, or even have a job with the U. S. Army, Navy or Air Force.

One big thing that has come out of data processing is the flow chart. It works something like a road map showing step-by-step instructions. In data processing the flow chart tells step by step what a computer should do, but in every day life a flow chart would tell you step by step what you should do.

YE OLDE RODE MAP

LEARNING ACTIVITIES

You have decided you would like to find out a little about the data processing field and think you would like to be a computer programmer. You know they have very pleasant working conditions, make very good wages, are in demand so you wouldn't have to worry about finding a job, and you are willing to go to school to learn the extra skill and knowledge the job would require.

One of the jobs the programmer does is to prepare flowcharts. A flowchart is a step-by-step diagram of how the data will be processed on the computer; in other words,the flowchart shows or tells the computer exactly what to do and when. If you as the programmer would not tell the computer to do something, then it would skip that part, or if it could not go on without the step you left out, it would just quit.

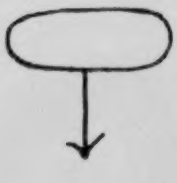
When you prepare a flowchart you use little boxes in different shapes for different types of instructions.

The boxes are connected (or the direction of work is told) by little arrows.

There may be two arrows leading from a box in different directions if the computer has a choice.

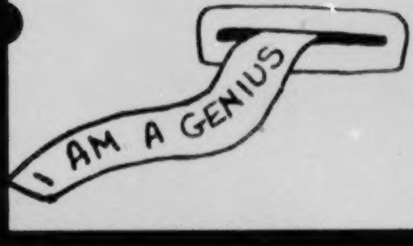
MAC
MITCH
MARK
CA

Let's take a look at some flowchart symbols then at a flowchart that is giving directions to a computer to print a list of names. The computer is selecting only certain names out of a list. Let's say we want only names printed that begin with "M". The computer reads the card and has to decide whether to print the card or go to the next one. If the name starts with a "M" the name is printed, if the name does not start with "M" the name is not printed.



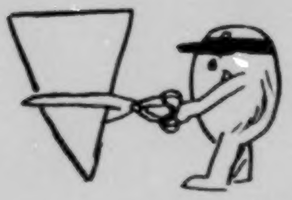
The symbol that begins and endsa program is an oval box. Oval boxes are called 'start' and 'stop' symbols.

After each symbol there is an arrow that leads to another symbol. The arrow tells the computer which way to go next.



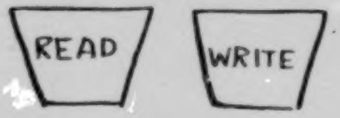
The computer can both "read" and "write" information. To "read", it looks into its electronic memory bank and scans punched cards or magnetic tape. To "write", it prints out information with its high-speed printers.

The symbol to indicate read or write is a trapezoidal box.

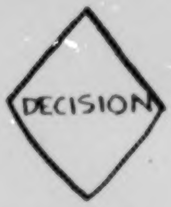


Trapezoidal! Peep, help. What's a trapezoidal box.

Oh, it's just a triangle with the corner cut off.

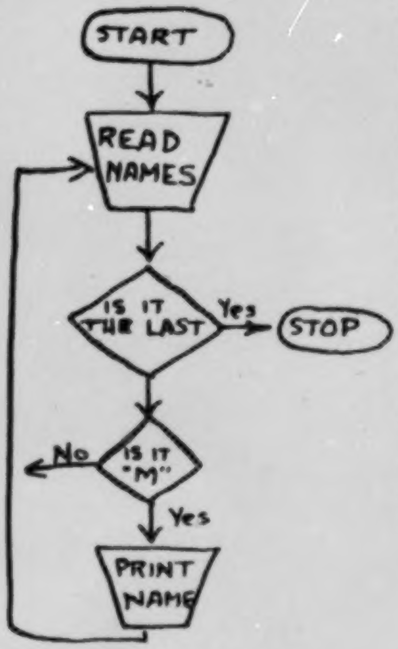


These boxes are called 'input/output' symbols; this means either read (input) or write (output).



The diamond shape symbol means that the computer must make a decision--either do something or pass it by and go to the next step. If the computer is selecting certain names, the decision would be "do I print this one? does it start with M? do I not print this one? does it start with something other than M?"

OK. Now we have the start, read, make a decision, write and stop symbols. Let's go back to letting the computer print out all names starting with M.



The computer is told to select all names beginning with the letter M out of a list of many names and print the M's.

It starts reading the cards, the first card feeds through, the computer must make a decision "is it M" if the answer is yes, it prints that name, if the answer is no or after it has printed the name it takes another card and reads it. Again it must must make the decision of to print or not, then on to the next one.

Along with each decision to print or not to print, it must check to see if this is the last card or not, must it stop or must it continue to feed another card. So really the computer is making two decisions each time a card feeds in.

Try making a flowchart on you making a decision to buy a ticket to the ball game or saving your money to go to the movie.

You have to start.

The input would be in two forms.
(1) Spend $2.50 on football ticket
(2) Save $2.50 for movie later

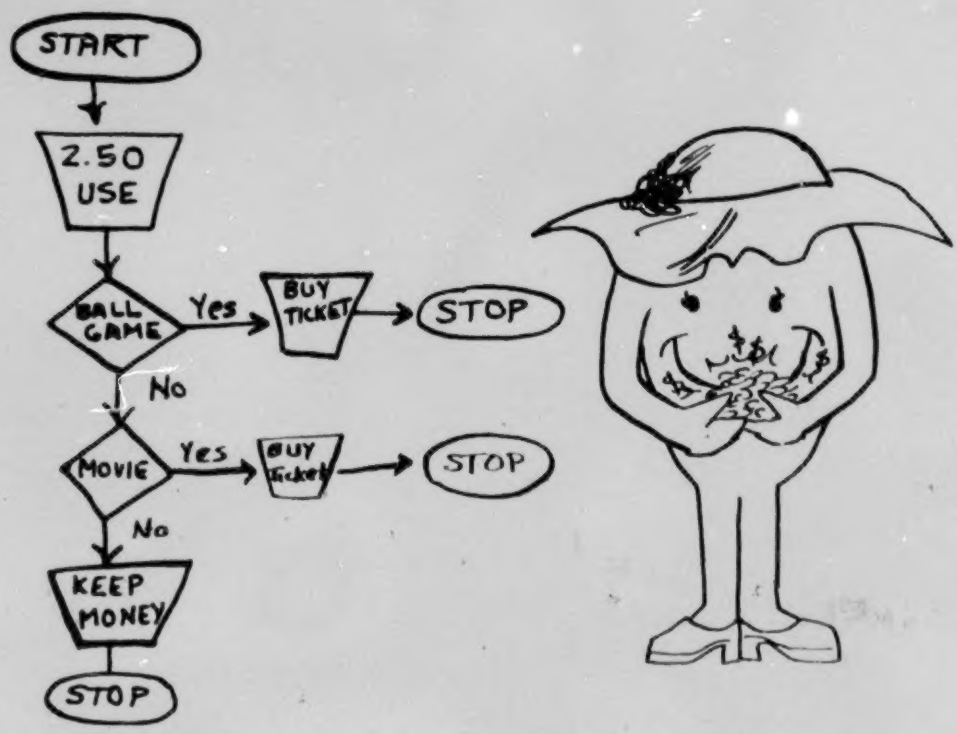
Decision

Show what would have to be done with either decision

Tell yourself to stop.

Try another: This time you are the computer and the flowchart you are preparing is for your own use. You are having a cook-out Saturday and you are deciding who to invite. Start with the correct symbol. Add whatever input is necessary, make decisions, be sure you allow for alternatives and then stop.

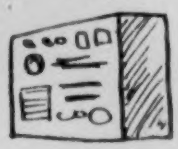
When you did the one on buying a ticket to a ball game or saving your money for the movie--did it look something like this?



On the cook-out flowchart you should have had friends names with the decision to invite or not to invite. Look it over and make sure you have what to do if the decision was to invite a person and what to do if the decision was not to invite the person.

One more and you can say you pretty well understand how to make a flowchart. Be careful with this one because you are going to give it to the teacher for approval. Also be sure you complete the attitude sheet at the end of this packet and give it to him/her also.

To hand to your teacher make a flow chart giving the instructions necessary for the computer to sort groceries into vegetable, meat, or fruit. The vegetable punched cards are coded with a V, the meat cards with a M, and the fruit cards with a F. You want a list of only the fruit.



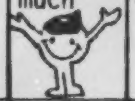
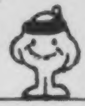
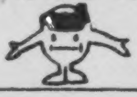
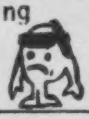
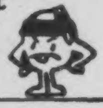
Your flowchart.

Name ____________________

Occupational Cluster & Number BUSINESS AND OFFICE XXVII

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it 
1. Reading about flow charts					
2. Making a flow chart					
3. Understanding data processing better					
4.					
5.					
6.					
7.					
8.					
9.					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ____________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business and Office Occupations

OCCUPATIONAL FAMILY: Accounting, Computing and Data Processing Occupations*

*Representative Job Titles with DOT Code

Digetal Computer Operator	213.382
Key punch operator	213.582
Data Typist	213.588
Programmer (clerical)	219.388

OCCUPATIONAL TASK: Processing Data

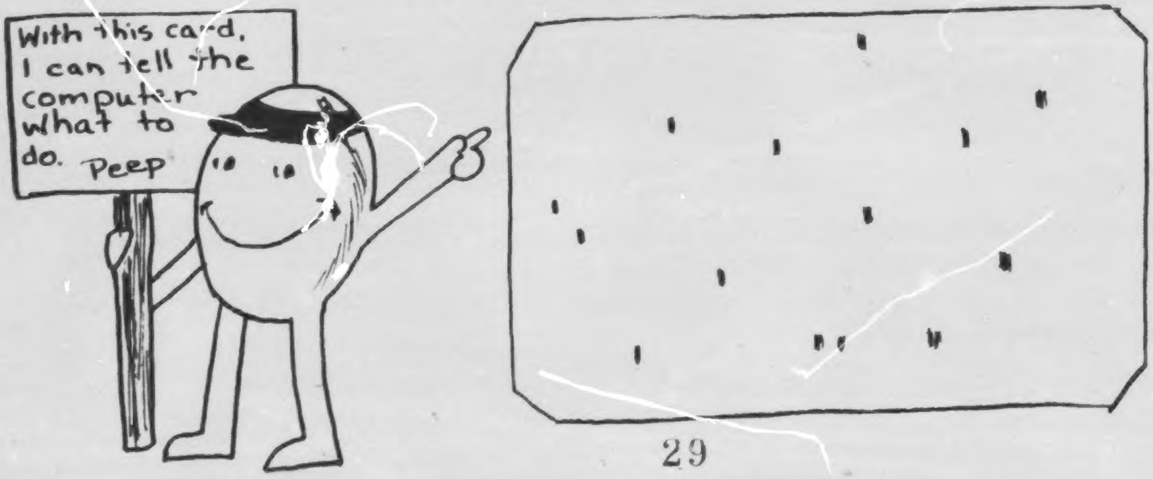
OCCUPATIONAL COMPETENCY: Reading an 80-column punched card

LEARNING OBJECTIVES

After completion of this packet the student will be able to read and record information on an 80-column punch card, discuss the importance of electronic data processing in our modern business world, and have a chance to find out if this type work suits them.

SUGGESTED RESOURCES

This packet is self contained; however, if additional information is desired, you may refer to any accounting, recordkeeping or data processing textbook.


With this card, I can tell the computer what to do. Peep

PROCESSING DATA

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of only a pencil.

3. If you are unfamiliar with this activity, you may want to read the introductory material in the student's packet.

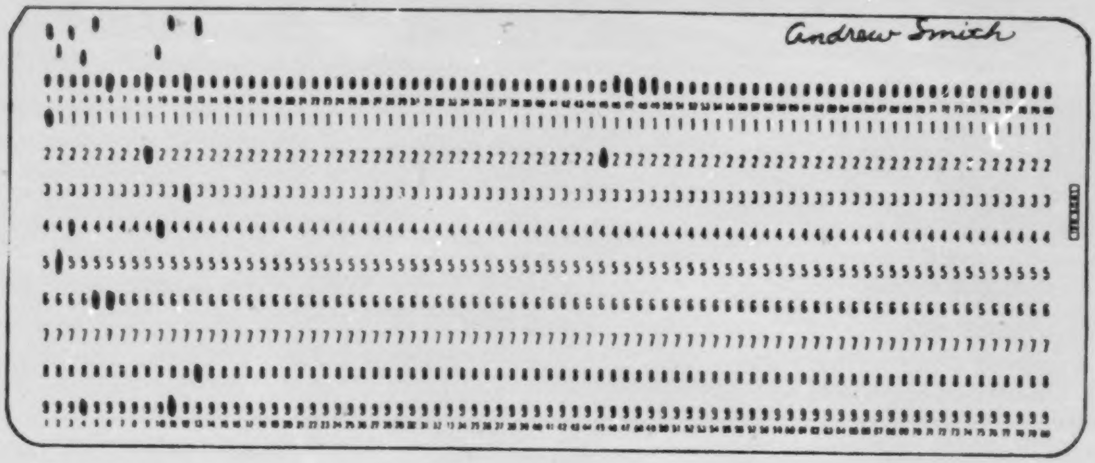
EVALUATION PROCEDURES

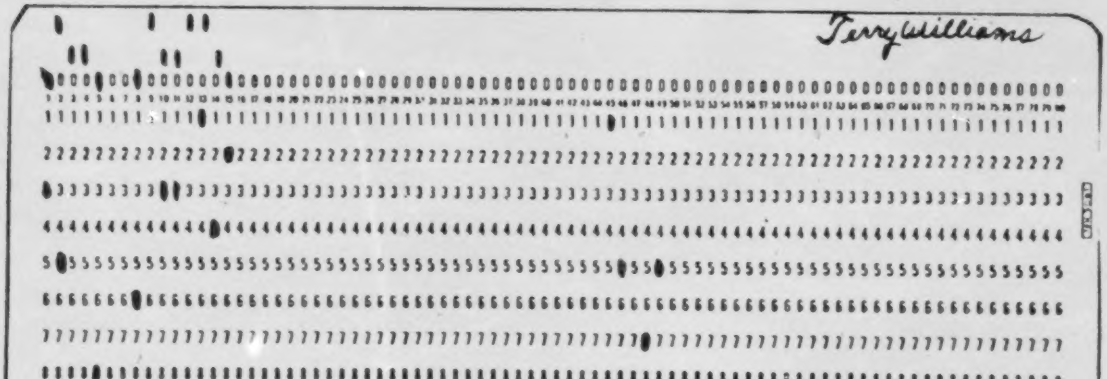
At the completion of this packet the student will hand you six 80-column cards that havebeen punched with specified information. The key to these cards are on the next pages. You should discuss with the student why the electronic data processing system is important in our modern business world, and what opportunities are available in this field.

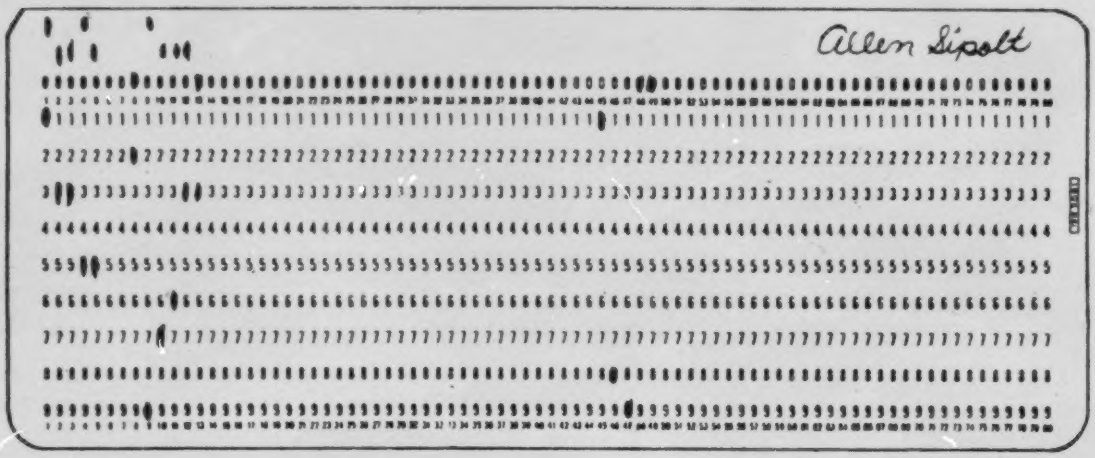
The student will also complete an attitude sheet which will be helpful in determining his/her interest in this type of work.

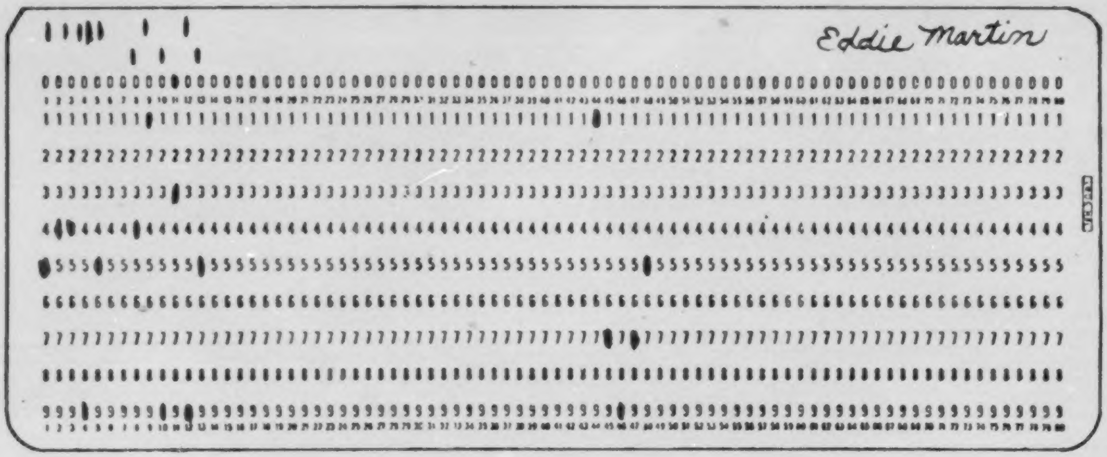
Key to punched cards.

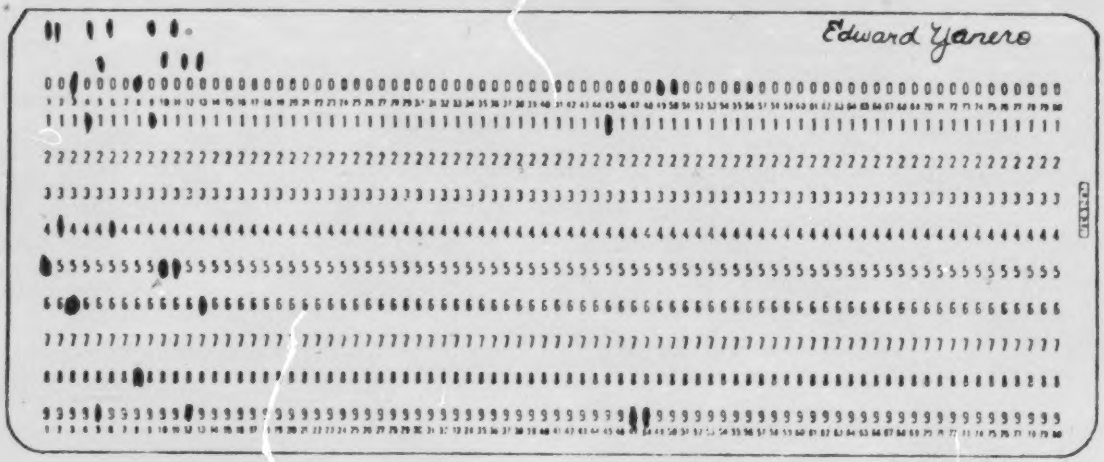
#1 is the example shown on page 7


Andrew Smith


Terry Williams

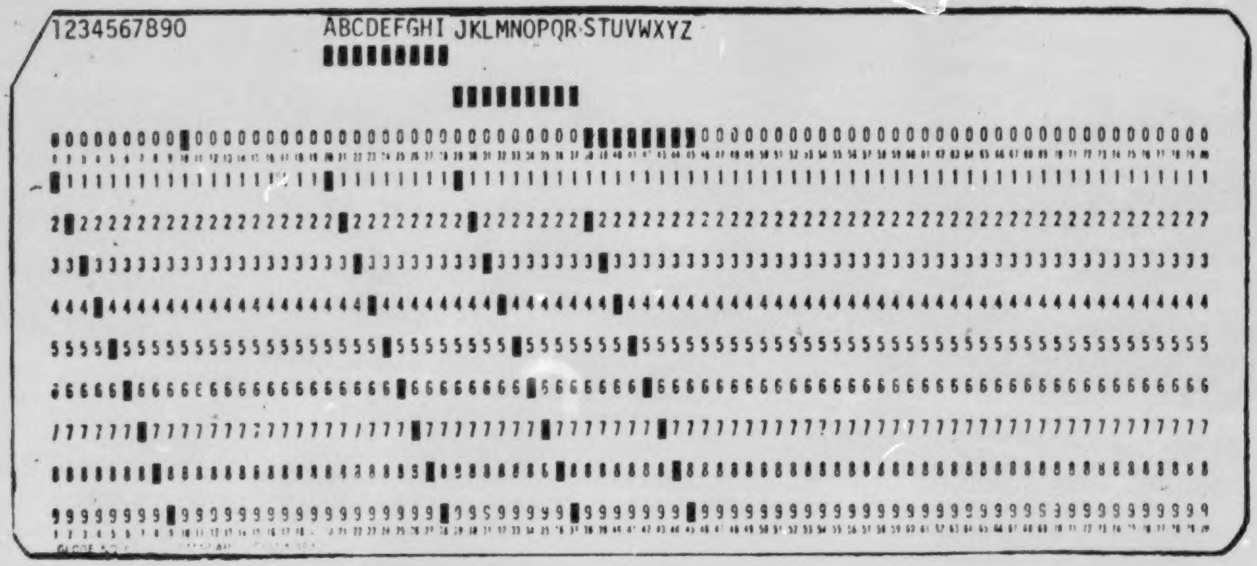

Allen Sipolt


Eddie Martin


Edward Yanero

BO XXVIII (d)

READING AN 80-COLUMN PUNCHED CARD


1234567890
ABCDEFGHI JKLMNOPQR STUVWXYZ

With this card, I can tell the computer what to do! Peep

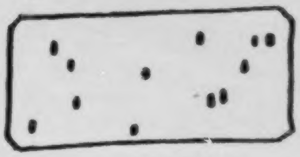
After completing this packet you will be able to read and record information on an 80-column punch card; discuss the importance of electronic data processing in our modern business world; and have had a chance to find out if this type of work is of interest to you.

DB

Would you like to be
able to tell a machine
what to do?

Hey,
I
can
make
this
computer
work
for
me.

This card just has holes in it--how can a dumb machine read it?



It takes me 4 hours to sort
these cards and get them
ready to file. That machine
did it in just a few minutes.

Everyone has marveled at the computer on TV with the lights blinking and the tapes whirling. Those machines are so smart and fast that they make man appear to be dumb. That's not true, you know. It's the machine that is not smart and the man that tells the machine what to do.

Many job opportunities are open in the data processing field. Someone has to write the material that tells the machines just what they are to do; someone has to put that information into a language that the machine can understand; someone has to operate the machine; someone has to keep track of all the information the machine has, is, or will be using; and someone has to take the information the machine puts out and determine just what use is to be made of it.

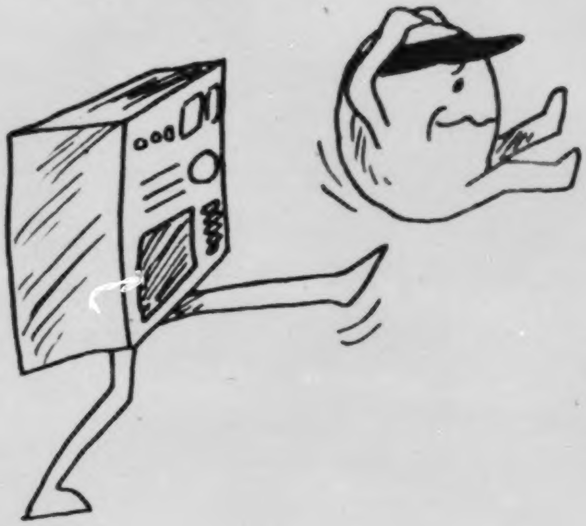
Just as there are many job opportunities in data processing there are different requirements and qualifications for these jobs. One job that is important in data processing is getting the cards ready for the machine to work with. Since it is just a dumb machine, it can't read--it works with electrical impulses. Machine language of one type is an electrical impulse that can be either turned off or on. One way to let an electric current flow is to NOT put anything in its way, and you may stop the current by putting just a card in the way.

Preparing cards for the electronic computer is called "card punching" or "key punching". There are different type cards but one that is used very often is the 80-column card, and a machine called a key-punch machine is used to program it.

In order to operate a key-punch machine you must be able to type, be able to sit for long periods of time and copy material for machine use. You must be accurate and reasonably fast. Some schools offer classes in data processing which would help you become familiar with the different machines, different types of machine language, etc. Vocational schools often include computer programming in the curriculum offerings. There are special schools that teach the different jobs involved in the data processing field.

Skills for the different jobs are of different degrees of difficulty and the educational requirements for the different jobs are varied, some will require only a short training period while others require a college degree. Salary will depend on skill required, educational training necessary, etc.

Any person interested in a business occupation should have a knowledge of the machine language involved.



LEARNING ACTIVITIES

Your next door neighbor has an auto repair shop and has ten men working for him. Until recently he has had the woman in the office take their time cards and figure the payroll which took a lot of time. Recently he has been sending his work to a local computer center. He simply gives them the time cards and after the computer does the work, he receives back the payroll register and the checks ready to hand to his workers.

On TV you have watched the lights blink and the tapes whirl and really would like to see these things actually running. Mr. Carpenter has invited you to go with him the next time he takes the time cards which will be next Saturday. He has suggested that before you go, you become familiar with the language of the computer and the operation of these machines; he knows a tour of the center will be interesting but would like you to have some background before seeing the lights blink, the tapes whirl and the payroll checks appear.

Mr. Carpenter explains that before the computer can do anything with his time cards, they must be turned into machine language by a "key-punch" machine.

This is one of the jobs you might like in the data processing field. The card is punched by a key-punch operator.

NO! No! You don't put on boxing gloves and punch the keys, Peep.

Mr. Carpenter gives you an 80-column card that the machines use. This card is exactly what it sounds like: a card that has 80-columns across. The computer reads the holes in this card. You can read print by means of your eyes and hear words by means of your ears. The computer only reads by means of holes in a card or by magnetic spots on a tape (like a tape recorder).

Blind people read brail. This is print that is raised by holes being punched so the paper is rough.

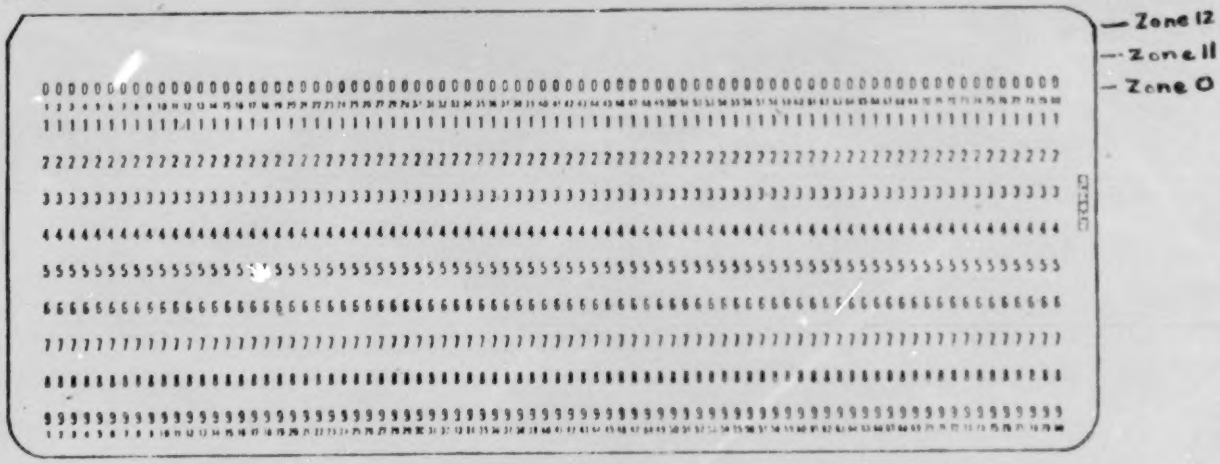
On the next page you will find an 80-column punch card. Take a very careful look at it.

Across the card there are 80 columns.

From top to bottom there are nine rows that are printed. The
first row has eighty "0's", the second row has eighty "1's",
the third row has eighty "2's"
the fourth row has eighty "3's"
the fifth row has eighty "4's"
the sixty row has eighty "5's"
the seventh row has eighty "6's"
the eighth row has eighty "7's"
the ninth row has eighty "8's"
and
the tenth row has eighty "9's"

(Now do you see why it's called an eighty-column card?)

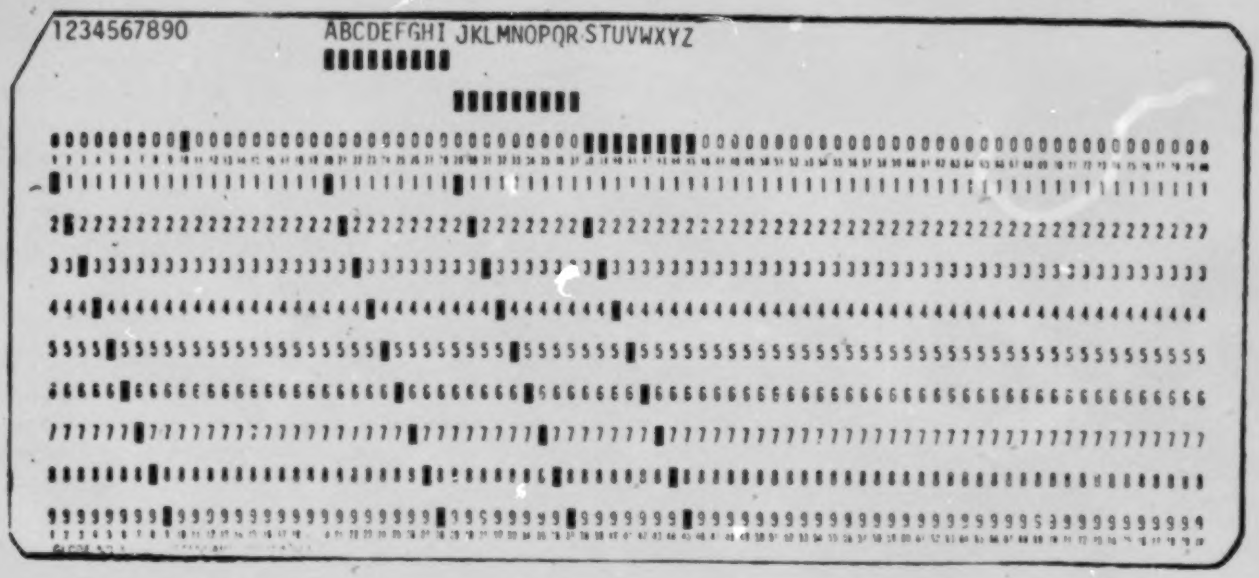
At the top of the card and at the bottom of the card, notice each column has a number. There would not be any reason to NOT know which column you are working in since it is numbered
at the top
and
at the bottom.



Way up at the top there is a lot of blank space. This space is called "zone" space. There are two rows in this space that are used to record holes. Next to the row of "0's" is the "11 zone" space and just above this is the "12 zone" space.

If you punch out a number, the machine will read that hole as the number you have punched.

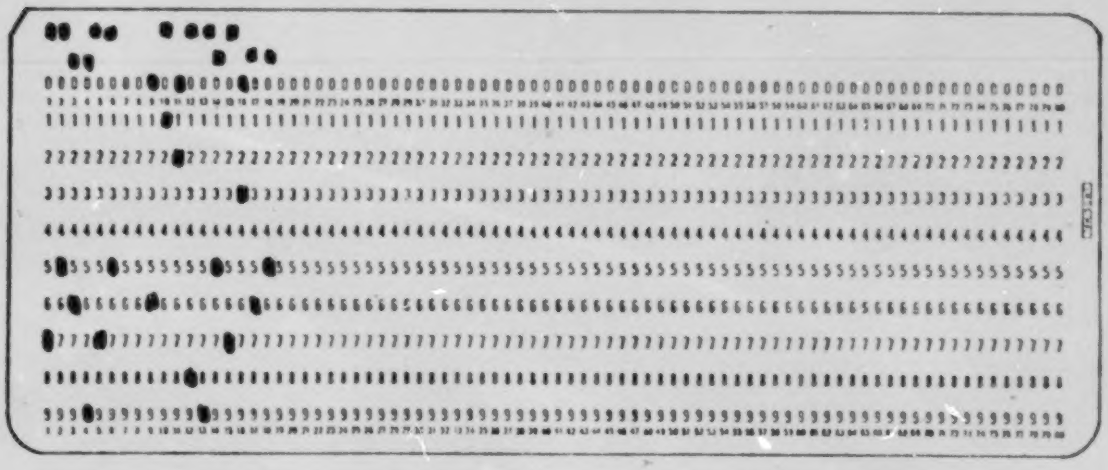
If you punch a number and in that same column punch a hole in a zone row, the machine reads it as a letter of the alphabet.



This card shows just how punches in certain spaces form the alphabet. At the left side you find only one punch in a column, this punch is over a number. This means that this is the number the machine will read.

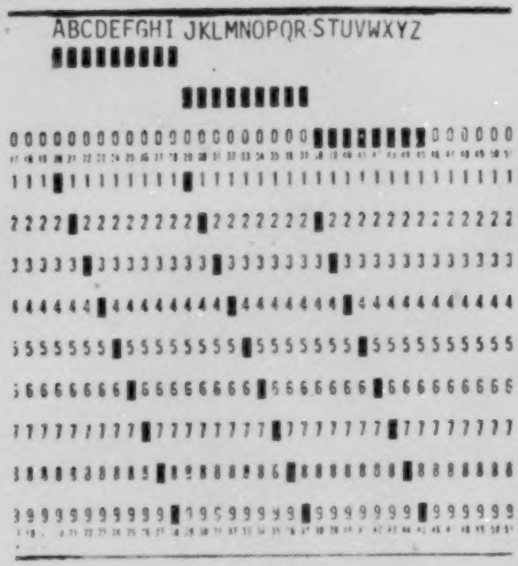
At the middle, starting with column #20 and ending with column #45 is the key to the alphabet.

Now let's see how the name George Washington would look if it were punched into this card below.



That did spell George Washington to a computer. Really!

To find out how to make a G take a ruler and lay it on the key card at right. Put it next to the "G", this is column #26. Under the "G" the two punches are in the very top row (or the 12 zone) and over the "7". When the punches are on these two spaces, the machine reads it as a G.



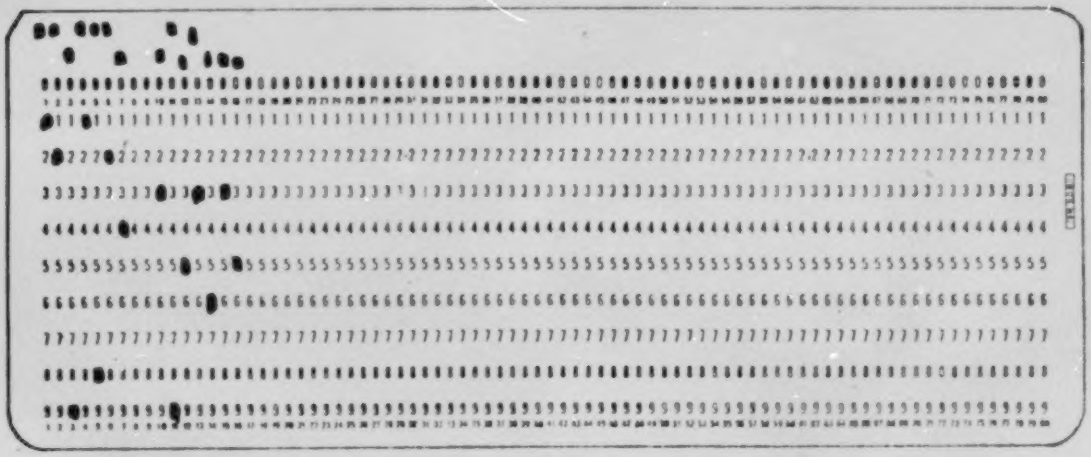
To make an E--that's column #24--it takes a 12 zone punch and a punch over the 5.

The O is way over in column #34. Notice the top punch drops down to the 11 zone and over a 6.

Now that doesn't really seem too very, very hard. Does it?

Finish checking out the rest of George and then check out the Washington part. Notice that "W". The top punch drops down to the "0" line or "0" zone. If the "0" is combined with another punch it is called a zone row, but if it is all by itself, then it is a number row and represents the "0".

Below is a card punched out with the name of Abraham Lincoln BUT there is a mistake. See if you can find the error.



Did you find it?

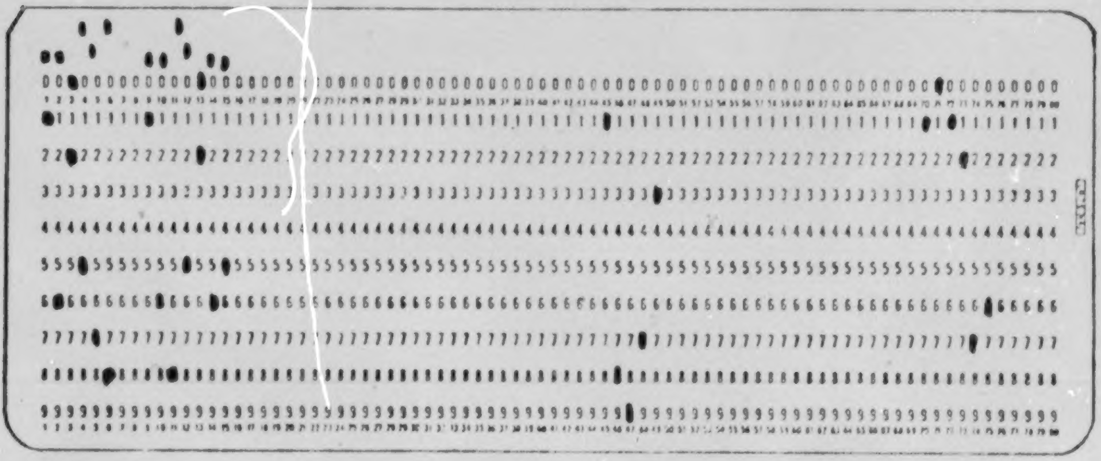
You got tired and quit! Shame.

Oh, you did find it--great, it was on the third "A"

Mr. Carpenter would like to see if you could fill in the cards with the name of his employees. Then you could compare your cards with those that the key-punch machine does at the computer center.

In columns 1 through 40 (start with column #1) you are to black out (Punch) the names of the six employees below. Then go over to column #45 and record the amount of their wages for this pay period. Way over in columns 70 to 80, record today's date.

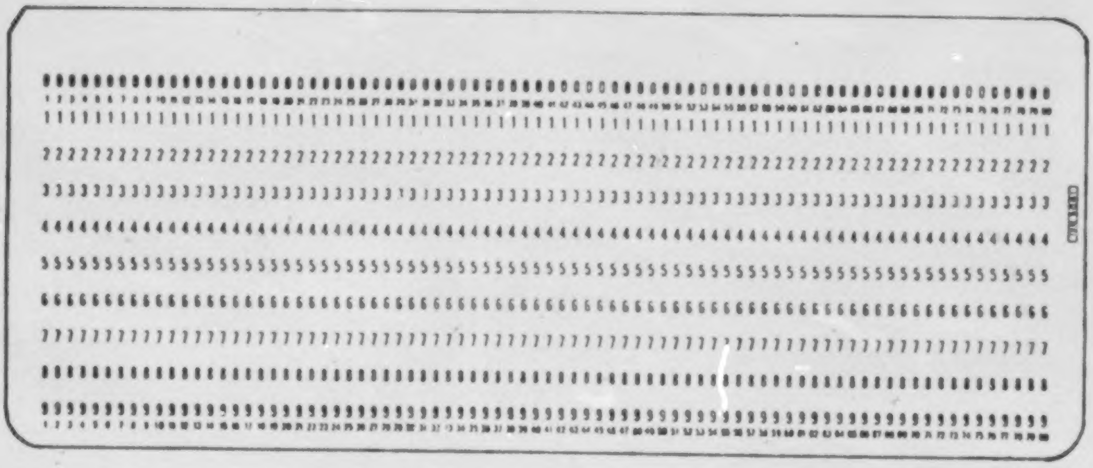
Example: Employee's name is Joseph Johnson, his wages for this pay period, $189.73, use 10/12/76 as the date.

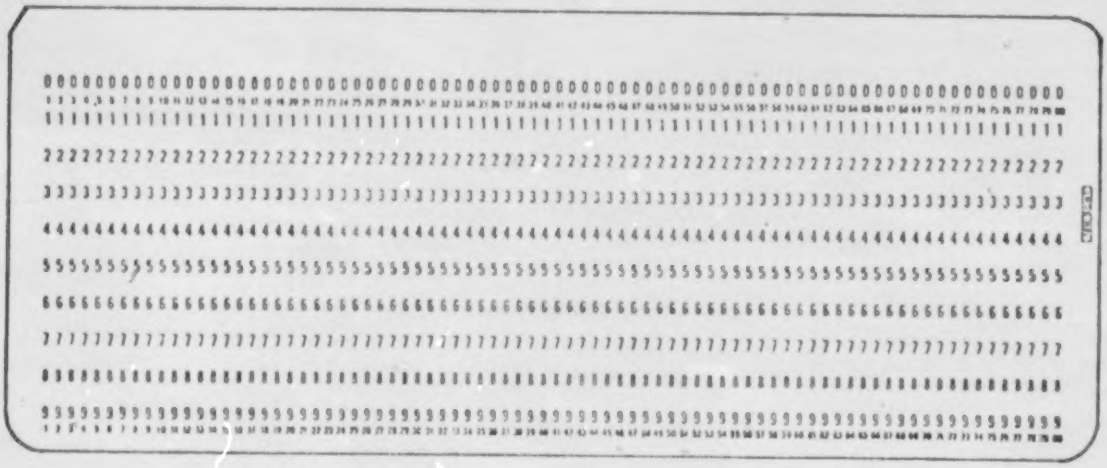


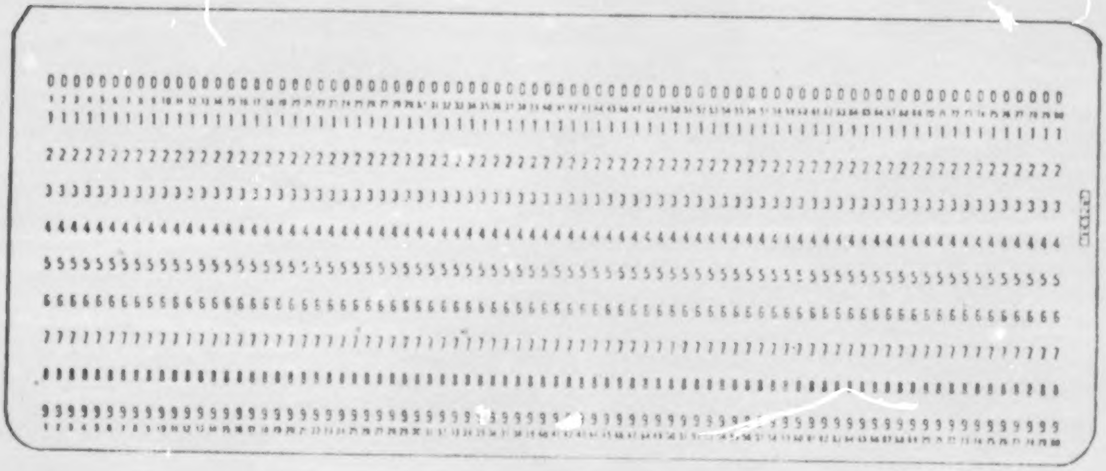
You may check your cards with the teacher after you complete them. Also please complete the attitude sheet at the back of this packet and hand in.

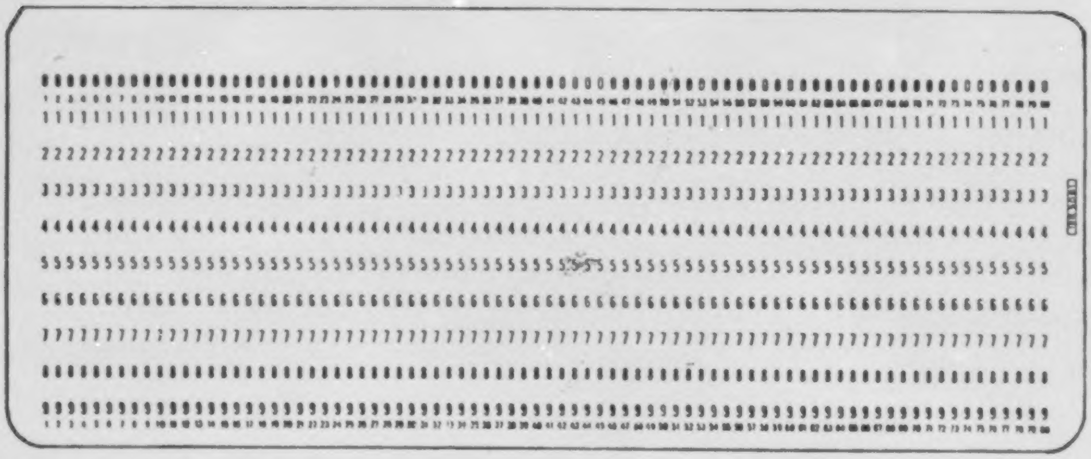
Use the following to record on the cards on the next pages.

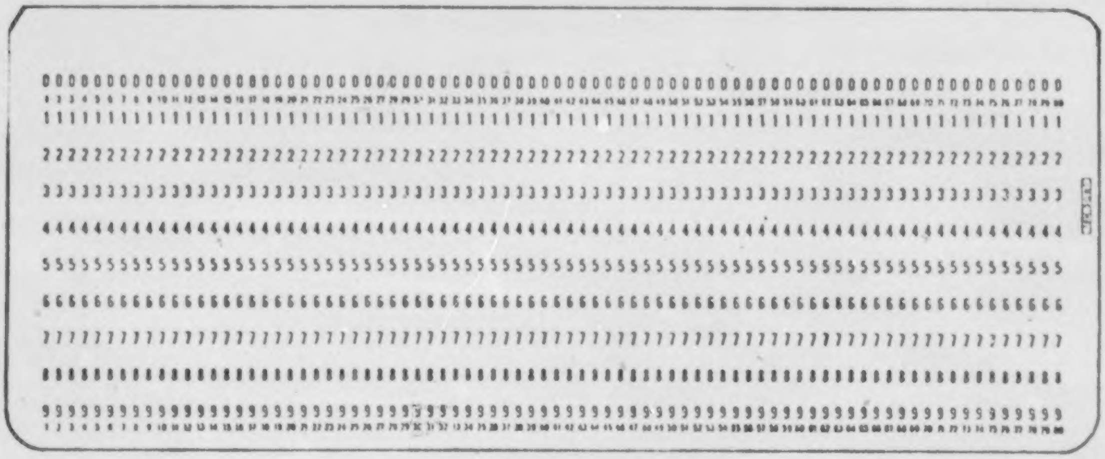
Employee's name	Wages	Use today's date
Joseph Johnson	$189.73	
Andrew Smith	200.00	
Terry Williams	159.79	
Allen Sipolt	189.00	
Eddie Martin	179.25	
Edward Yanero	199.00	

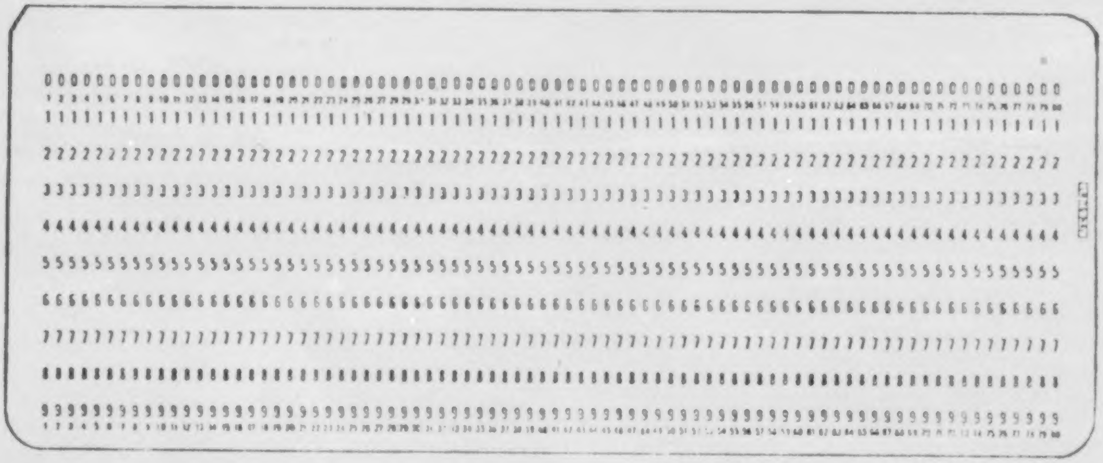












That really was a lot of work, wasn't it? The main thing is that you are now familiar with the 80-column punched card and know how the computer goes about reading information on one.

The job you just finished is never done by hand as you just did. This job is one that is done by the key-punch machine which is very much like an over-grown typewriter.

The electronic age is here. You could be part of it if you would enjoy working with these machines and are willing to work to gain the knowledge and skill necessary.

There are some jobs that will be open to you as a high-school graduate by firms that are willing to train on the job.

Peep wishes you good luck and hopes you will have a chance to really visit a computer center one of these days.

COMPUTER CENTER

Complete the attitude sheet and give it and these last cards to your teacher for her/his approval.

Name ______________________________

Occupational Cluster & Number BUSINESS AND OFFICE XXVIII

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Learning about the computer language					
2. Learning how to read an 80-column card					
3. Punching information into the card					
4. Looking at the pictures of peep.					
5.					
6.					
7.					
8.					
9.					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ______________________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business and Office Occupations

OCCUPATIONAL FAMILY: Data Processing Systems Occupations*

*Representative Job Titles with DOT Codes

Digital Computer Operator	213.382
Data Control Clerk	219.388
Systems engineer, electronic data processing	003.187

OCCUPATIONAL TASK: Understanding a form of computer language.

OCCUPATIONAL COMPETENCY: Using the blinking light arithmetic of computers (binary numbers)

LEARNING OBJECTIVES

After completing the learning activities the student will be able to take a base ten number and change it to a base two number; do simple addition problems in base two; discuss why and how the computer uses binary math; and have a chance to see if this type of work suits them.

SUGGESTED RESOURCES

This packet is self contained, however, if you would like additional information or problems in the binary system, you may consult any basic math textbook.

THE BLINKING LIGHTS

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of this packet, scrap paper and pencil.

3. If you are unfamiliar with this activity you may want to read over the student's packet.

EVALUATION PROCEDURES

The student will hand you a worksheet on which he/she has changed base ten numbers to base two and has completed some simple addition problems in base two. You should discuss why and how the computer can use this 'language' and not the base ten system we are used to working with. Also the student will hand you an attitude sheet that will help in determining interest in this activity and if they are suited for this type work.

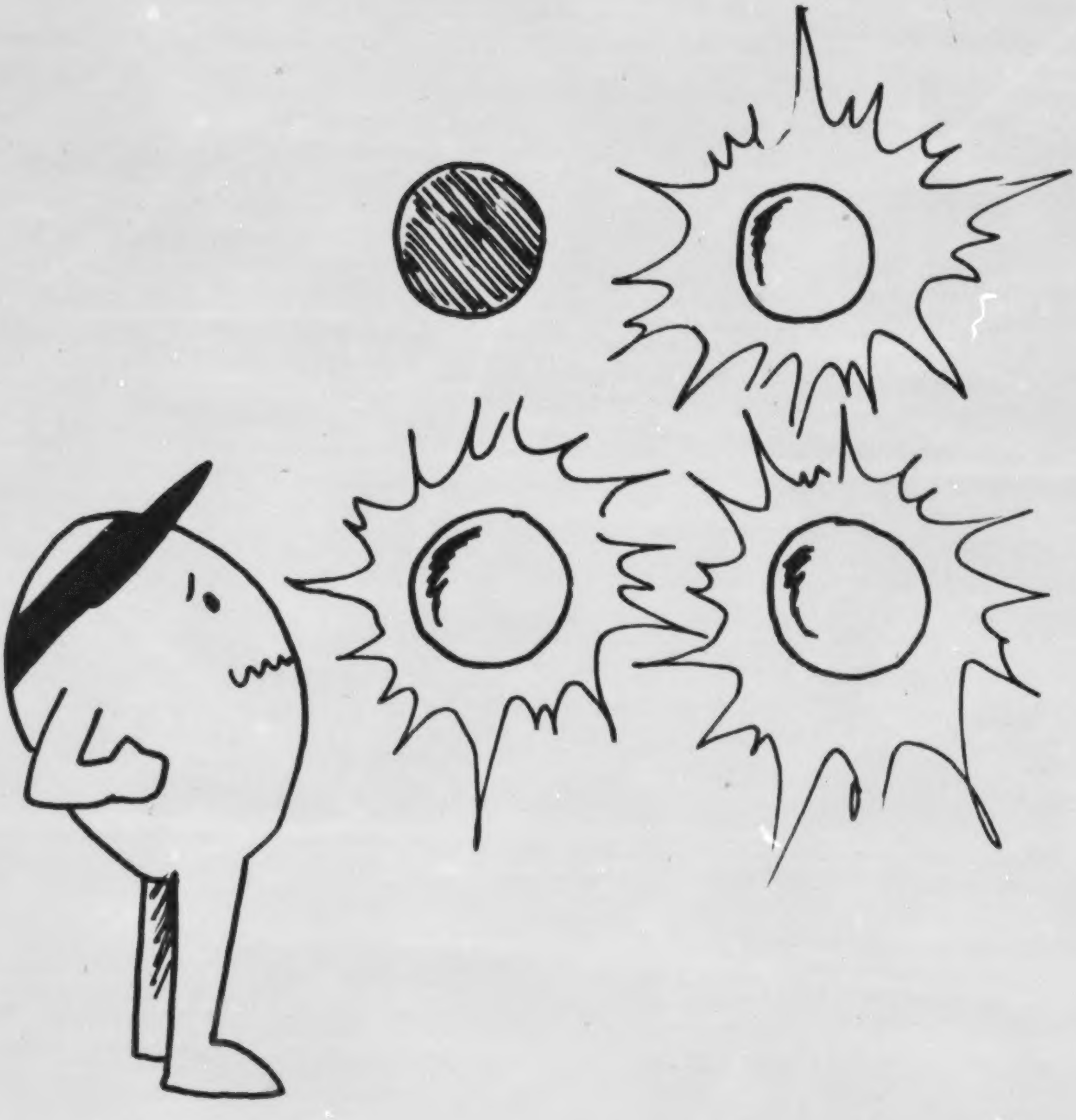
Key to worksheet.

Binary numbers	Decimal numbers	Addition problems
(a) 1010	(a) 22	(a) 10,110
(b) 111	(b) 391	(b) 100,000
(c) 1,111,010	(c) 30	(c) 100,000
(d) 111,000	(d) 13	(d) 110,110
(e) 1,010,000	(e) 219	

Computer answers to addition problems

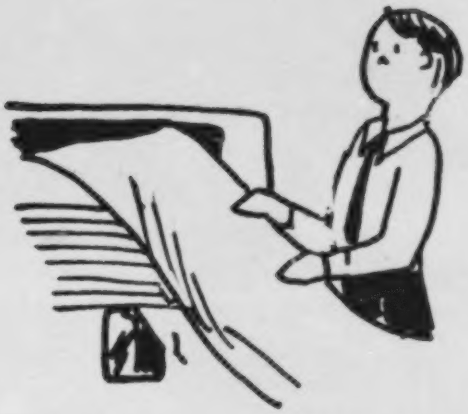
(a) ☼ ● ☼ ☼ ●
(b) ☼ ● ● ● ● ●
(c) ☼ ● ● ● ● ●
(d) ☼ ☼ ● ☼ ☼ ●

THE BLINKING LIGHTS

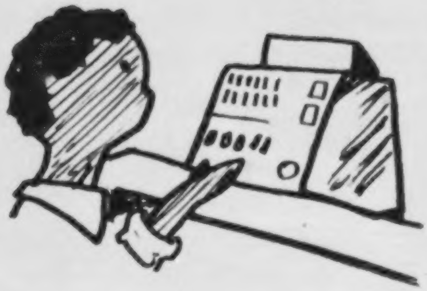


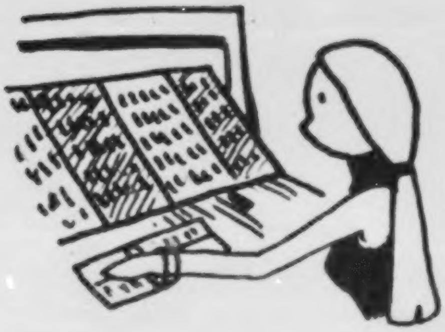
When you complete this packet you will be able to change base ten numbers to base two; do simple addition problems in base two; discuss why a computer can use the base two system and not the base ten; and have a chance to see if this type of work suits you.

DB



COULD A COMPUTER REALLY TAKE MY JOB ? ? ?





This is the era of the computer. Haven't you heard this? Don't you see on TV the computer being used for all sorts of jobs. Have you ever wondered if you could be replaced by a computer?

More and more businesses are relying on machines and computers to do the work. Job opportunities are changing from the man doing the work to the man telling the machine how to do the work. The computer won't replace you, but it is changing the type of work you will be doing.

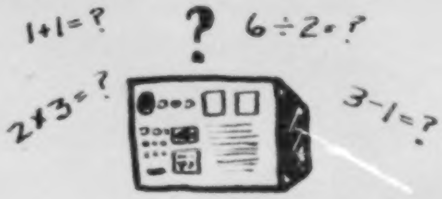
Job opportunities are many. If you want to learn while on-the-job, there are jobs in data processing for you; if you are willing to go to college to learn additional skills and knowledges, there is a job in data processing for you; if you like to work alone, or if you would rather work with other people, again either way there is a job opportunity for you.

The money you make will depend on the training you had to have, the skills required, the responsibility you will be having, etc. It is a wide-open field for the individual willing to work and learn.

Some high schools and vocational schools have courses in data processing. You might check to see what is available for you.

LEARNING ACTIVITIES

More and more of the routine computations in large business establishments are being done by electronic digital computers. Social Security benefits, inventories, invoices (bills), payrolls, checks, form letters--all can be handled by these machines.

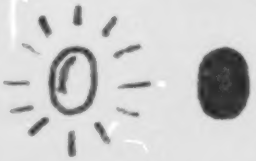


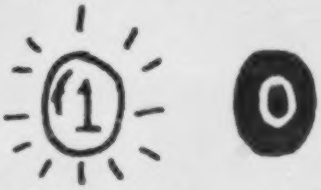
Now don't get the idea that it is no longer necessary for you to know arithmetic; machines can NOT think and they do get out of order.

Machines need people (you) to tell them what to do and to find the causes of mistakes. The more computers are used, the less people do routine jobs and the more people do "thinking" jobs (telling the machine what to do.) Before you can tell a computer to do something you must talk the same language, and in some cases this is the binary arithmetic language. The computer can't learn to speak, read, or write, but you can learn to speak read and write one of their languages.

You have been using decimal arithmetic, based on the number ten. The binary system is based on the number two (this means you have only two symbols you may use, not ten. These two symbols are the "0" and "1".) Our problem is how do we make all these different numbers with just two symbols (the "0" and the "1") to work with.

The problem the computer has is that it has only two symbols to work with--
a light turned on
and
a light turned off.





We combine the problem of the computer and the problem of man and come up with a simple solution. We just have to use the binary system of numbers.

This is going to be FUN if you have never worked with binary arithmetic before; and if you have, it will be a good review and possibly a new way to look at the binary system.

The decimal system of numbers seems natural to us, because we have ten fingers on which to count and we have ten symbols with which to work.

0 1 2 3 4 5 6 7 8 9

The computer has only two "fingers"--an 'on' position and an 'off' position, so the computer has to use the binary system of numbers.

In the binary system, "one" is written "1" but "two" is written "10", meaning one two and no ones. Three is written "11", meaning one two and one one. (These numbers are read "one-oh" and "one-one", NOT "ten" and "eleven".)

A computer has a light turned "on" for "1", and "off" for "0".

A light turned on will be ☼

A light turned off will be ●

Let's express the number three in computer language: ☼☼

Now try two: ☼●

How about one: ☼

So you see, you must feed the machine information that is either ☼ or ● and allow it to blink its lights on and off and combine these to find us a solution to our problems.

Can't you just imagine your brain cells blinking off and on as you think?????

Again--remember: Lights on - - ☼ - - "1"
Lights off- - ● - - "0"

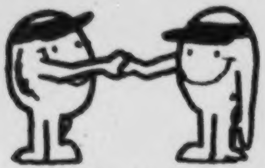
This is the binary system of numbers. Binary means two and there are only two symbols to work with. Can you imagine making the number 365,009 with only "1" and "0". Well, you can. So there!

In the decimal system, the places to the left of the decimal point represent increasing powers of ten:

ones, tens, hundreds, thousands, and so on---------

1 10 100 1000 100000000

In the binary system, places to the left of the binary point represent increasing powers of two:



ones, twos, fours, eights, sixteens, thirty-twos

(See how you double it each time?)

Two times two in the binary system (like ten times ten in the decimal system) is written "100".

Seven is written "111", meaning "one four, one two and one one".

Two times two times two (or eight) is written "1000".

Oh this sounds complicated!!!!

Sure does--BUT---IS IT??????

No. No. No. No. No. No. All right Peep, we believe you. NO.

Just look at the chart below and see how simple this can be done.

256 - 128 - 64 - 32 - 16 - 8 - 4 - 2 - 1

(128+128) (64+64) (32+32) (16+16) (8+8) (4+4) (2+2) (1+1)

Note that these numbers DOUBLE as they go from right to left. This is known as a chart of placement value and you could just go on and on and on, just double numbers as you go to the left.

This chart is all you need to be able to write numbers in the binary system.

Let's express 8 as a binary number. To make an 8 we would need one 8 in the 8 position. (You would not need any other numbers.)

64	32	16	8	4	2	1
			1	0	0	0

Now we made an 8 in binary numbers by placing a 1 under the eight position (meaning we need one eight) and placing 0 under the rest, because we did not need a 4, a 2, or a 1.

To make a 9:
You need -- one 8
one 1

32	16	8	4	2	1
		1	0	0	1

That's it: 1001 in binary numbers is what we know as 9.

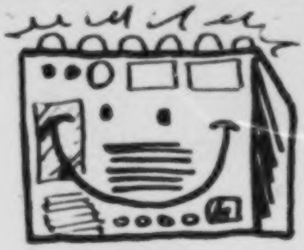
To express 60 in binary numbers:

Let's see -- 60 is less than 64, - don't need 64 or above.

Let's start with the 32. Now what + 32 = 60??????????

That's right, it's 16. 32 + 16 = 64. We need one 32, and one 16, and none of the others.

64	32	16	8	4	2	1
	1	1	0	0	0	0



110000 is 64 written as a binary number.

Hey, Mr. Computer say 110000 in lights.

☼☼●●●●

WOW! We're talkin' to the computer.

Here's a list of numbers in the decimal system. You are to use the chart below and write them in the binary system.

256	128	64	32	16	8	4	2	1

Decimal number 9 Binary number________________

Decimal number 14 Binary number________________

Decimal number 44 Binary number________________

Decimal number 50 Binary number________________

Decimal number 22 Binary number________________

Decimal number 35 Binary number________________

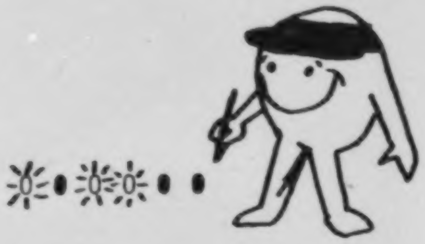
Want to check??????? Sure! You know you got them all right.

1001	= 9	(takes one 8 and one 1)
1110	=14	(takes one 8, one 4, one 2, and no 1)
101,100	=44	(takes one 32, no 16, one 8, one 4, no 2, no 1)
110,010	=50	(takes one 32, one 16, no 8, no 4, one 2, no 1)
10,110	=22	(takes one 16, no 8, one 4, one 2, no 1)
100,011	=35	(takes one 32, no 16, no 8, no 4, one 2, one 1)

How did you really do?

Peep thinks it's fun, don't you Peep?

Hey Peep--write 44 as a computer.



Isn't this just oodles of fun. NO. Well, keep at it and it just might become fun.

Remember--use the chart (and this chart just takes 2 and doubles it each time and goes from right to left.) If you need a number you put a "1" under it and if you don't need the number you put a "0" under it.

Ready to go again?

Decimal number	Binary number
13	
200	
89	
56	
25	
15	
31	
65	
21	
66	

Check those.

13	1,101
200	11,001,000
89	1,011,001
56	111,000
25	11,001
15	1,111
31	11,111
65	1,000,001
21	10,101
66	1,000,010

- - - - - - - - - - - - -

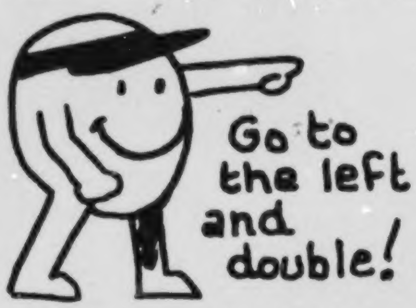
Now we need to learn how to add. You can add 2+2=4. Well
10 + 10 = 100

Isn't 10 the binary number for the decimal 2?
Isn't 100 the binary number for the decimal 4?

Well, doesn't 10 + 10 = 100
2 + 2 = 4

Sure it does!

Again you will be needing your chart. Start with 1 and double the amount each time you go to the left.



1	
2	(1+1)
4	(2+2)
8	(4+4)
16	(8+8)
32	(16+16)
64	(32+32)
128	(64+64)
256	(128+128)
512	(256+256)

Go to the left and double.

That's not so hard. So make out a new chart, or use the one you have been using on page 4 and now we are going to add.

THINK BINARY! *THINK 1 and 0!* *THINK BINARY!*

Are you thinking binary? 1 + 1 = 10 10 + 10 = 100

There are three rules you should remember when adding:

0 + 0 = 0
1 + 0 = 1
1 + 1 = 10 Now you must remember these three.

Now what were the three rules you were to remember?

DON'T YOU DARE LOOK BACK.   it's 0+0=?   1+0=?   1+1=?

Can you fill in the ?   0+0=0   1+0=1   1+1=10

You do remember that it is NOT zero plus zero: it's oh plus oh.

Ready?   10 + 01 = ?   place one over the other:

```
  10
 +01
 ---
  11
```

If 1+0=1, then both are 1+0------- 11

You start on the right and add that column

```
  0
+ 1
---
  1  place answer under
```

Now move to the next column to the left

```
  1
 +0
 --
  1  place answer under
```

so

```
  10
 +01
 ---
  11
```

or   10 + 01 = 11

Take another of the 0 and 1 combination: 101 + 1010 = ?

```
                       101
                     +1010
think 1 + - = 1      -----   think 1 + 0 = 1
think 1 + 0 = 1              think 0 + 1 = 1
                      1111
                     answer
```

Now that is what I call easy--how about you, Peep?

- - - - - - - - -

This one is a little different.-------BUT YOU CAN DO IT!!!!!!

1 + 0 = 1   0 + 0 = 0

100 + 10 =

```
  100
+  10
-----
  110   0 + 0 = 0
        1 + 0 = 1
        just bring down the 1
```

Remember These

Your turn.

```
 10    110    1010    111     1000    10000
+01   +01    +100   +1000   +1000    +1110
```

Answers to the last problems.

11 111 1110 1111 10000 11110

Got them all right! Thought you would!

- -

Now these are a little more difficult, but really they are simple.

The rule is 1 + 1 = 10

Add 11 + 10

```
 11
+10
  1 - think 1 + 0 = 1 (put down the one)
10  - think 1 + 1 = 10 (put down the 10)
```

put it all together -- 101 so the answer is 101. EASY

- - - - - - --

Try again: Add 11 + 01

```
 11
+01
   - think 1 + 1 = 10
  0  put down the 0 and carry the 1.
     (if it helps place the 1 over the
      next column just as you would if
      you were doing regular addition)
```

This represents the 1 you carried --- 1

```
  1
 11
+01
  0
     So now you have 1+1+0=
10     it equals 10--put it down
```

CARRY THE ONE!

Now put it all together---100.

```
 11
+01
100
```

- - - - - - - -

Isn't it easy and isn't it fun.

Just like learning a new language.

To check your work you look at the chart and change your numbers to decimal numbers.

```
 11 = 3
+01 =+1
100 = 4
```

It does check out, 11 is 3. 01 is 1. 100 is 4.
3 + 1 = 4 or 11 + 01 = 100

You did know the easy way to check that last problem, didn't you?

To change binary to decimal use the chart.

64	32	16	8	4	2	1
					1	1
					0	1
				1	0	0

Simply add the decimal numbers above the binary 1's.

$$\begin{array}{r} 2 + 1 = 3 \\ +0 + 1 = 1 \\ \hline 100 \;\; = 4 \\ 4 + 0 + 0 = 4 \end{array}$$

- - - - - - - - - - - - -

Add the following and be sure you check your work.

Example:

$$\begin{array}{r} 100 \\ +101 \\ \hline 1001 \end{array}$$

8	4	2	1	
	1	0	0	= 4
	1	0	1	= 5
1	0	0	1	= 9

Use the rest of this page to do your work.

(a) 101 +1001

(b) 10,011 +11,001

(c) 11,111 +10,011

(d) 1101 +1001

(e) 10,011 +10,000

(f) 1,000 +11,000

Did you have trouble with (c)???

When you added your first column and got 10, you carried the one--this gave you 1-1-1.

Now what do you do???

You should have done this:
1 + 1 = 10 + 1 = 11

Put down the second 1 and carry the first one to the next column.

Does that make it easier? GOOD!

QUIET!
Work in progress

Answers to last page.

(a)

	8	4	2	1	
101 =		1	0	1	= 5
+1001 =	1	0	0	1	= 9
1110	1	1	1	0	= 14

(b)

	32	16	8	4	2	1	
10011=		1	0	0	1	1	= 19
+11001=		1	1	0	0	1	= 25
101100	1	0	1	1	0	0	= 44

(c)

	32	16	8	4	2	1	
11,111=		1	1	1	1	1	= 31
10,011=		1	0	0	1	1	= 19
110,010	1	1	0	0	1	0	50

(d)

	16	8	4	2	1	
1,101=		1	1	0	1	= 13
+1,001=		1	0	0	1	= 9
10,110	1	0	1	1	0	= 22

(e)

	32	16	8	4	2	1	
10,011 =		1	0	0	1	1	= 19
+10,000 =		1	0	0	0	0	= 16
100,011	1	0	0	0	1	1	= 35

(f)

	32	16	8	4	2	1	
1,000 =			1	0	0	0	= 8
+11,000 =	+	1	1	0	0	0	= 24
100,000	1	0	0	0	0	0	32

Well, how did you do?

Now that you have had some practice,(and if you have missed any you did go back and redo them and find out why you missed them, didn't you) you can do just a few more and hand them to your teacher for approval. Also please complete the attitude form at the back and hand to him/her.

Hasn't this really been fun?

Do the following and hand to your teacher.

Express the following as binary numbers.

(a) ten
(b) seven
(c) one hundred twenty-two
(d) fifty-six
(e) eighty

Express the following as decimal numbers

(a) 10,110
(b) 110,000,111
(c) 11,110
(d) 1101
(e) 11,011,011

Add the following

(a) 1101 + 1001
(b) 10,111 + 1001
(c) 10,001 + 1111
(d) 1011 + 11,001 + 10,010

Express the answers to the addition problems as the computer would express them.

Name ____________________

Occupational Cluster & Number BUSINESS AND OFFICE XXIX

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading about the computer language					
2. Learning the binary system of numbers					
3. Writing binary numbers					
4. Adding binary numbers					
5. Changing decimal numbers to binary numbers					
6.					
7.					
8.					
9.					
	Yes	No			
10. Are you now aware of jobs using these skills or activities?					
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ____________________

____

____

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Typing and related; Secretarial*

*Representative Job Titles with DOT Code

Receptionist	237.368
Secretary	201.368
Medical Secretary	201.368
Legal Secretary	201.368
Social Secretary	201.368

OCCUPATIONAL TASK: Making appointments

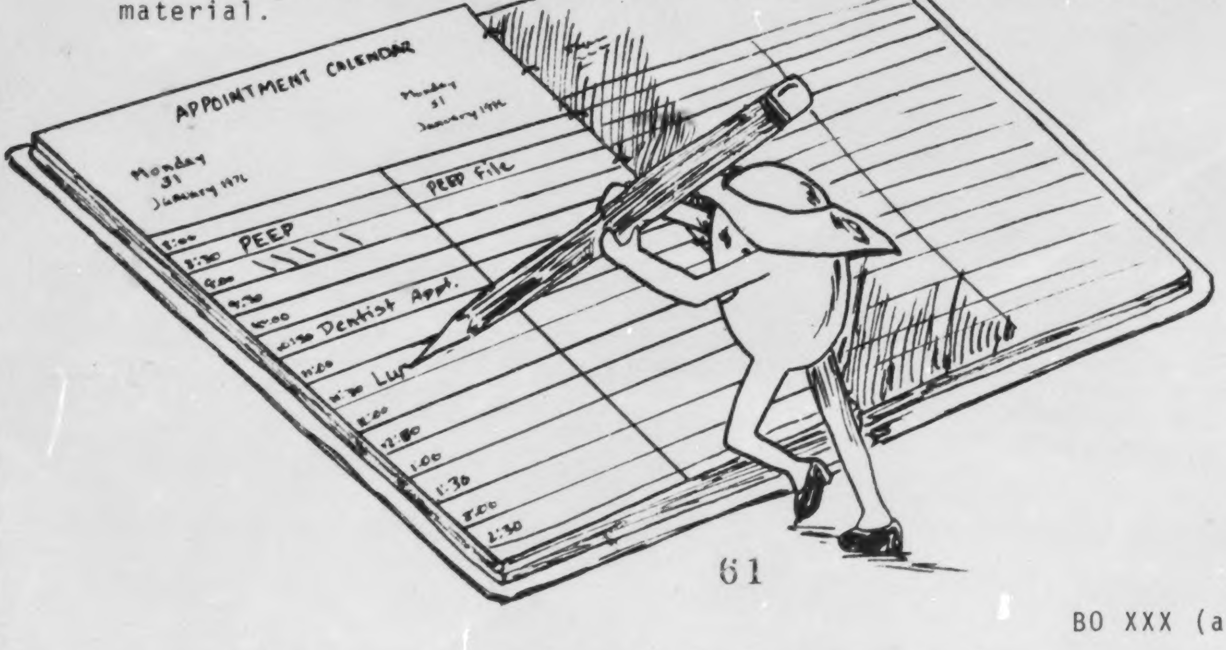
OCCUPATIONAL COMPETENCY: To be able to fill out an appointment book accurately and neatly.

LEARNING OBJECTIVES

After the completion of the learning activities, the students will be able to: make appointments for people; cancel and reschedule appointments; record appointments made by the boss; and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained, but you may want to consult any secretarial or clerical office practice book for additional material.


APPOINTMENT CALENDAR
Monday 31 January 1976
Monday 31 January 1976
PEEP File
PEEP
Dentist Appt.
Lu
1:00
1:30
2:00
2:30

MAKING APPOINTMENTS

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of: pen or pencil.

3. If you wish additional information before giving this packet to a student, you should read the introductory pages to the student's packet.

EVALUATION PROCEDURES

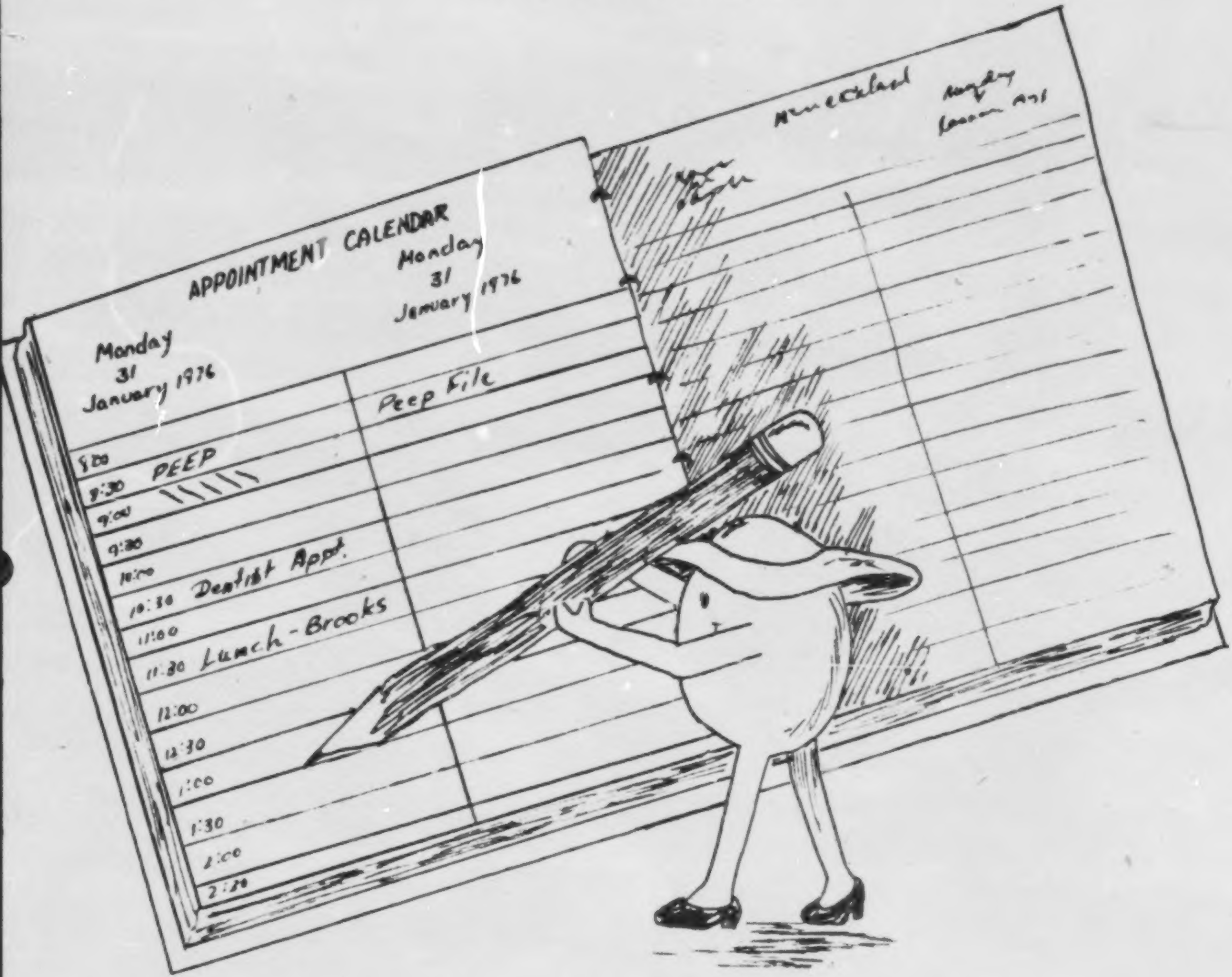
Upon completion of this packet, the student will turn in a page of an appointment book for you to look at and see how he/she has done. An attitude sheet will also be turned in by the student upon completion of the packet. This will help in determining interest in a career involving this skill.

ANSWER KEY

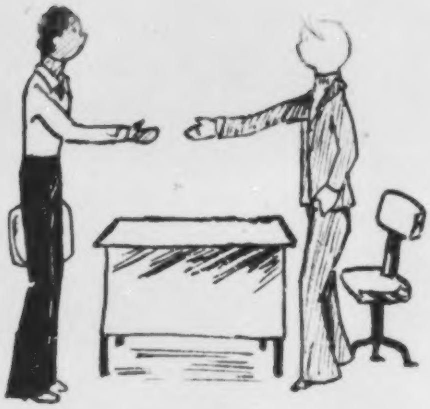
This is the answer key to the final activity the student will turn in.

8:00		
8:30		
9:00	Meeting at Mr. Dorsey's	August sales folder
9:30	X X	
10:00		
10:30	Harry Jones	
11:00		
11:30	Barber appointment	
12:00		
12:30	Luncheon at Boone Hotel	Tom Dye
1:00	X X	
1:30		
2:00		
2:30	Helen White	
3:00		
3:30	Sales Conference	July-August Sales Figures
4:00		
4:30		
5:00		

MAKING APPOINTMENTS


APPOINTMENT CALENDAR
Monday
31
January 1976
Monday
31
January 1976
Peep File
8:00
8:30 PEEP
9:00
9:30
10:00
10:30 Dentist Appt.
11:00
11:30 Lunch - Brooks
12:00
12:30
1:00
1:30
2:00
2:30

After you complete the learning activities, you will be able to: make appointments for people; cancel and reschedule appointments; record appointments made by the boss; and have a chance to find out if this type of work suits you.



Do you like
to meet
people???

Can you write
clearly and
accurately?

Would you like
to keep a record
of visitors,
callers and
appointments?

8:00
8:30
9:00
9:30 Tom Jones
10:00
10:30 Dentist Appt.

One of the duties of a receptionist is to schedule appointments. In this packet you are going to learn to schedule appointments.

Before starting this activity, let's look at some of the duties of a receptionist. One of the main things a receptionist does is to greet clients or customers who come to the office. He/she also announces visitors, directs visitors to the person they need to see, gives information, keeps a record of visitors and callers, uses the telephone, answers questions, opens and sorts mail, types, files and performs other clerical duties.

Since a receptionist works with people, he/she must be pleasant, courteous, attractive, have good grooming, be tactful and be alert. A receptionist must also be able to speak well and write legibly, type accurately, and have good grammar skills.

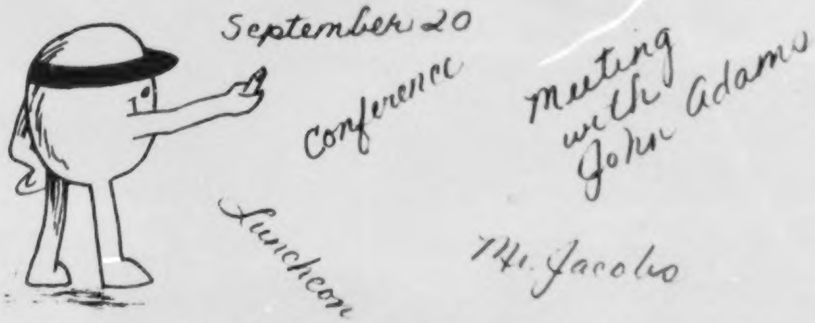
Classes in high school that would be helpful if you are thinking about becoming a receptionist are: typing I & II, business communications, and clerical office practice.

Salaries are not very high, but being a receptionist provides a good means for becoming part of an organization. As openings become available, a receptionist will have a chance to advance to higher clerical positions.

LEARNING ACTIVITIES

Today you are going to be working as a receptionist for the Howe Advertising Company.

Your job will be to schedule Mr. Boss' appointments for the coming week. On Worksheet A, you will find the appointment calendar for each of the days of next week. At the top of Worksheet A, you will find an example of how to fill out an appointment calendar. Turn to page 4.



Mr. Boss has given you the following list of things that he must do next week. Before making any appointments you may receive, you need to mark the following items on the appointment calendars on Worksheet A. On the left side of the calendar write the person's name and firm. The right side can be used to make important notes. Use the forms on page 5, 6, & 7.

September 20 - (1) Meeting in my office at 10:30 with John Adams--need report on Midwest Sales--half hour should be sufficient time for appointment.

(2) A luncheon at Alms Hotel from 11:30-1:30

(3) Sales conference at 2:00 in Mr. Jacob's office-- will last approx. 1 1/2 hrs.

September 21 - (1) Bob Lewis of Jackson Products will be here at 9:30. (1-842-6105) 1 hr.

(2) Try to get an appointment with Ron Cooper of Atlanta Manufacturing Co. for the afternoon between 1 and 4. Allow 1 hour for the appointment.

September 22 - (1) Luncheon appointment for 12:30 at James Hotel with L. W. White. Will be back at 2:30.

(2) Need to see Allen Jones in the Sales Dept. before 4 p.m. for a half hour. Will need Hayes Furniture folder.

September 23 - (1) Jane Peters of Jane's Dress Shop will be here at 10:00 for a half-hour appointment. Need August adv. folder.

(2) Dentist appointment at 4:30

September 24 - (1) Will be leaving at 12:00 to go out of town with family for weekend.

Notice that on Tuesday and Wednesday, you will need to call and arrange an appointment time for Mr. Cooper and Mr. Jones before you can enter the appointments.

You call Mr. Cooper's office and find that he can see Mr. Boss at 2:00.

Mr. Jones says he can meet with Mr. Boss at 3:30 on Wednesday.

Make sure that you have recorded all of the above items on the correct day.

Now that you have finished the list Mr. Boss gave you, you are ready to record the following calls and letters for appointments that you have received.

(1) Mr. Simpson, sales manager, requests that Mr. Boss come to his office at 10:30 Tuesday for a conference that will last approximately 1 1/2 hours.

(2) J. M. White of WXKZ in St. Louis wrote to request an hour's appointment for 1:00 on Thursday, which was granted by return mail.

(3) Helen Willis, editor of Fashion Magazine, calls for an appointment on Thursday afternoon. After checking your appointment calendar, you schedule the appointment for 2:30 - 3:30. Need Fashion Mag. Adv. Folder.

(4) Bob Lewis calls and says he cannot keep his appointment for Tuesday and requests an appointment for Wednesday or Thursday at 9:30. Which day do you think would be best?

Wednesday would probably be best since Mr. Boss' first appointment isn't until 10:30.

Don't forget to cancel Mr. Lewis' appointment on Tuesday.

Recheck all the appointments you have made and then turn to page 8.

WORKSHEET A

Shown below is an illustration of an appointment calendar to help you see how yours should look. You will find the blank appointment calendars you will need on the next three pages.

APPOINTMENT CALENDAR

	MONDAY 21 JUNE 1976	MONDAY 21 JUNE 1976
8:00		
8:30	Frank Jones of Jackson Co.	Jackson file folder
9:00	\ \ \ \	
9:30		
10:00	Sam Franklin	June Sales Figures
10:30		
11:00	Mary Adman	
11:30	\ \ \ \	
12:00		
12:30	Lunch at Midway Inn	
1:00	\ \ \ \ \	
1:30		
2:00	Sales conference	Midwest Sales Report
2:30	\ \ \	
3:00	\ \ \	
3:30	\ \ \	
4:00	Dentist appointment	
4:30		
5:00		

Since appointments are sometimes broken or need to be rescheduled, you should do the appointment calendars in pencil so you can keep the appointments neat and clear to read.

Turn back to page 2.

Worksheet A - Continued

APPOINTMENT CALENDAR

	MONDAY 20 SEPTEMBER 1976	MONDAY 20 SEPTEMBER 1976
8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00		
12:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		

	TUESDAY 21 SEPTEMBER 1976	TUESDAY 21 SEPTEMBER 1976
8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00		
12:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		

Worksheet A - Continued

	WEDNESDAY 22 SEPTEMBER 1976	WEDNESDAY 22 SEPTEMBER 1976
8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00		
12:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		

	THURSDAY 23 SEPTEMBER 1976	THURSDAY 23 SEPTEMBER 1976
8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00		
12:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		

Worksheet A - Continued

	FRIDAY 24 SEPTEMBER 1976	FRIDAY 24 SEPTEMBER 1976
8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00		
12:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		

Turn to Worksheet A-Key on the next page to see if you got all the appointments scheduled correctly. Did you do all right? Good!!!

If you were working as a receptionist, you would need to make sure that all the appointments you have scheduled on your appointment calendar are also scheduled on your employer's personal calendar. It is always the receptionist's responsibility to see that the employer's calendar is kept up to date.

Some helpful hints when scheduling appointments are:

(1) Consider personal wishes of your employer. The employer may not wish for you to schedule early morning or late afternoon appointments.

(2) Try not to schedule appointments right before a business trip.

(3) Leave free the day after your employer returns from a business trip so he/she can take care of the work that has stacked up during his/her absence.

(4) Rather than ask what time a person wants an appointment, give them two different times for the appointment and let them choose.

(5) When a person calls, make sure you get the name, firm, telephone number, and how much time is needed for the appointment.

(6) If your boss has an appointment away from the office, be sure you include the address and room number on the calendar.

Now that you have done a weekly appointment calendar, let's do another one with the information given on page 12 for Monday-September 28.

When you finish, do the attitude sheet at the end of the packet. Turn both the appointment calendar and the attitude sheet into your teacher. Your teacher will be pleased to see how well you have done.

You will find the necessary information and an appointment calander on page 12 for this final activity.

WORKSHEET A - KEY

Monday

8:00		
8:30		
9:00		
9:30		
10:00		
10:30	John Adams	Midwest Sales Report
11:00		
11:30	Luncheon at Alms Hotel	
12:00		
12:30		
1:00		
1:30		
2:00	Sales conference at	
2:30	Mr. Jacob's office	
3:00		
3:30		
4:00		
4:30		
5:00		

Tuesday

8:00		
8:30		
9:00		
9:30		
10:00		
10:30	Conference at	
11:00	Mr. Simpson's office	
11:30		
12:00		
12:30		
1:00		
1:30		
2:00	Ron Cooper-Atlanta	
2:30	Maufacturing Co.	
3:00		
3:30		
4:00		
4:30		
5:00		

Worksheet A - Key

Wednesday

8:00		
8:30		
9:00		
9:30	\ Bob Lewis - Jackson \	(1-842-6105)
10:00	\ \ Products \ \	
10:30		
11:00		
11:30		
12:00		
12:30	Luncheon at James Hotel	L. W. White
1:00	\ \ \ \ \	
1:30	\ \ \ \ \	
2:00	\ \ \ \ \	
2:30		
3:00		
3:30	Allen Jones - Sales Dept.	Hayes Furniture folder
4:00		
4:30		
5:00		

Thursday

8:00		
8:30		
9:00		
9:30		
10:00	Jane Peters - Jane's Dress	August Adv. Folder
10:30	Shop	
11:00		
11:30		
12:00		
12:30		
1:00	J. M. White - WXKZ	
1:30	\ \ \ \ \	
2:00		
2:30	Helen Willis - Fashion Mag.	Fashion Mag. Adv. Folder
3:00	\ \ \ \ \	
3:30		
4:00		
4:30	Dentist appointment	
5:00		

Worksheet A - Key

Friday

8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00	Out of town	
12:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		

Turn back to page 8.

Use the calendar given at the bottom to record the following appointments:

(1) Mr. Boss made a luncheon appointment at the Boone Hotel with Tom Dye for 12:30-1:30.

(2) You made a half-hour barber appointment for Mr. Boss at 11:30 a.m.

(3) A letter from Jack West, of New York, requested a 10 a.m. appointment, which was granted by return mail.

(4) A sales conference has been called for 3:30 which Mr. Boss must attend. Bring July-August sales figures.

(5) Helen White called for an appointment. She accepted your suggestion for a half-hour appointment at 2:30.

(6) Mr. Dorsey, sales manager, requested that your boss come to his office at 9 a.m. for approximately an hour. Needs for him to bring August sales folder.

(7) Mr. West wrote that he is unable to keep the appointment he had scheduled for 10 a.m.

(8) Mr. Boss asks you to call Harry Jones to confirm an appointment he made for 2:30. Since you have scheduled Mrs. White for 2:30, you called Mr. Jones and he said that he would be glad to come at 10:30 a.m.

8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00		
12:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		

Name ______________________

Occupational Cluster & Number Business & Office XXX

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Recording appointments					
2. Learning about appointments					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ______________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Typing and related; Secretarial*

*Representative Job Titles with DOT Code

Receptionist	237.368
Hotel Manager	187.118
Legal Secretary	201.368
Medical Secretary	201.368
Doorman	250.358

OCCUPATIONAL TASK: Receiving office callers

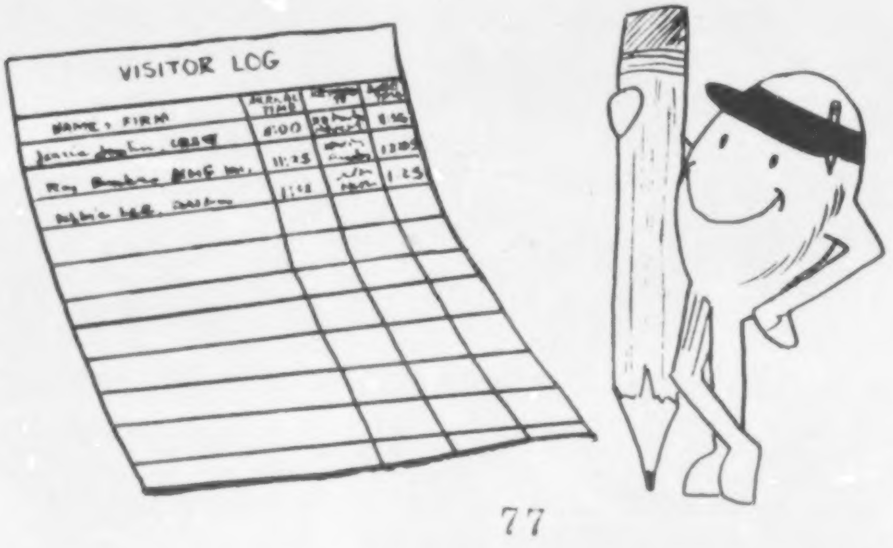
OCCUPATIONAL COMPETENCY: Greeting callers and keeping a visitor's log

LEARNING OBJECTIVES

Upon completion of the packet, the students will be able to: greet callers courteously, record accurately the coming and going of callers using a visitor's log, and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained; but if you wish, you may consult any secretarial or office practice book for additional materials.



GREETING OFFICE CALLERS

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusuable, and pink sheets are consumable.

2. Gather necessary materials which will consist of: pen or pencil and paper.

3. If you wish additional information on this packet, you might want to read the introductory pages to the student's packet.

EVALUATION PROCEDURES

Upon completion of the learning activities, the student will turn in a visitor's log that he/she has completed. You might want to discuss how to greet office callers with the student to see what he/she has learned. An attitude sheet will also be turned in which will help in determining interest in a career involving this skill.

ANSWER KEY

On the next page, you will find an answer key to the visitor's log that the student will turn in upon completion of the packet.

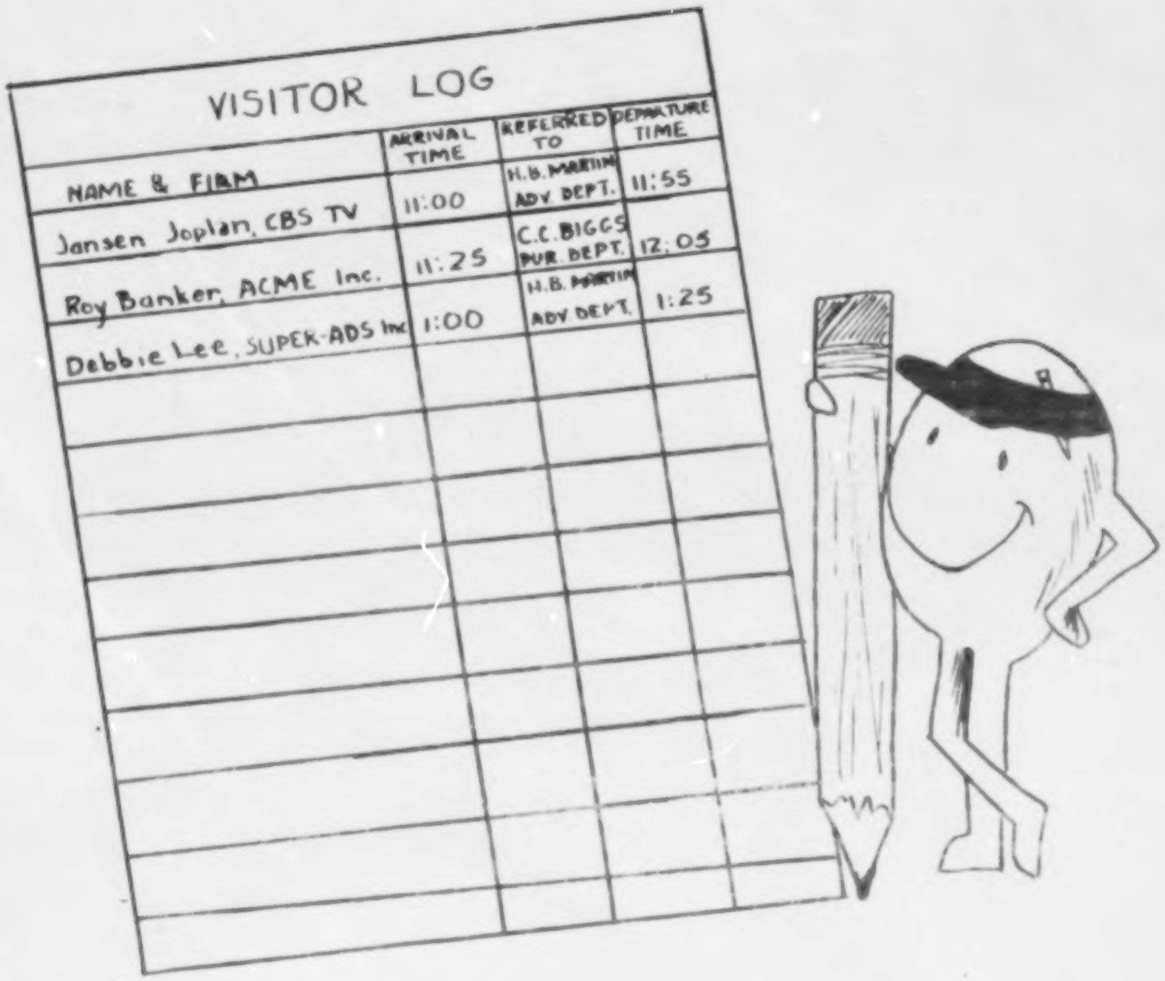
ANSWER KEY

VISITOR'S LOG

(Today's Date)
Current Date

Name & Firm	Arrival Time	Referred to	Departure Time
Jim Smith, IBM representative	10:45	J. B. Hunter Pur. Dept.	11:20
Raymond Pierce, Pierce Adv. Agency	1:30	Bob Adams Adv. Dept.	1:45
Joe Carper, Engineering Sales	2:10	Harry Weiss Engineering	2:45
Fred Allen, Jamison, Inc.	2:45	J. B. Hunter Pur. Dept.	3:15
Mary Schafer, Hughes Manufacturers	3:00	Dale Teller Acct. Dept.	3:40

GREETING OFFICE CALLERS



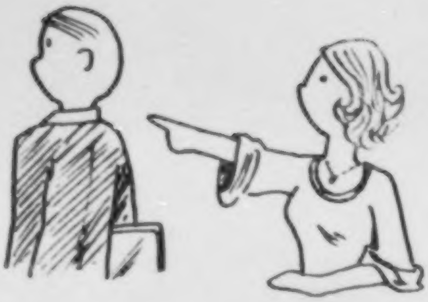
VISITOR LOG

NAME & FIRM	ARRIVAL TIME	REFERRED TO	DEPARTURE TIME
Jansen Joplan, CBS TV	11:00	H.B. MARTIN ADV. DEPT.	11:55
Roy Banker, ACME Inc.	11:25	C.C. BIGGS PUR. DEPT.	12:05
Debbie Lee, SUPER-ADS Inc	1:00	H.B. MARTIN ADV DEPT.	1:25

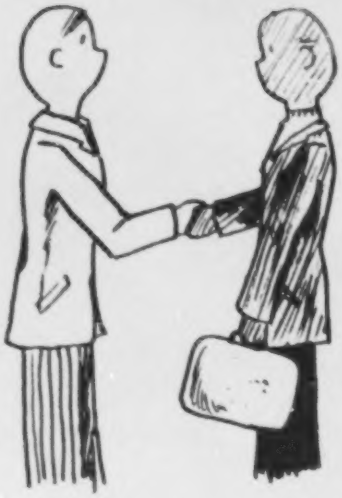
Upon completion of the learning activities, you will be able to: greet callers courteously, record accurately the coming and going of callers using a visitor's log, and have a chance to find out if this type of work suits you.

DB

WOULD YOU LIKE.

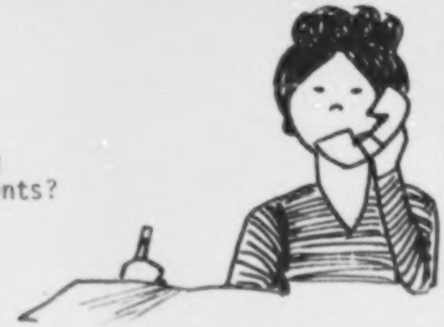


Answering questions?



Putting
callers
at
ease?

Making
Appointments?



If you enjoy being around people, then you might be interested in becoming a receptionist. The receptionist in an office is in a very important position, because she is the first person the caller will see. The caller may judge the merits of the company by the receptionist's actions. The receptionist can help build or destroy the good will of the company.

A receptionist not only greets callers but trys to put them at ease, asks questions to see what they need, directs the visitors to the person he or she needs to see, keeps a record of visitors and callers, answers questions, and uses the telephone. Other duties of the receptionist might include: typing, filing, opening and sorting mail, making appointments, collecting and distributing mail and messages, and keeping the reception area neat.

You can see from the description of the duties of the receptionist that a great deal of time is spent working with people. In this packet, you are going to learn how to greet office callers, keep a visitor's log and learn how to handle different types of callers.

If you think you would enjoy this type of work, you should consider taking the following courses in high school: typing, office practice, and business communications.

In addition to these classes, you would need to have certain personal qualities; such as, enjoying working with people, having a good, clear speaking voice, having a happy disposition, being tactful in handling problems, being neat in your appearance, maintaining proper grooming habits, and being responsible.

LEARNING ACTIVITIES

In this packet you will have to decide how to handle callers in certain situations. Before you will be able to do this, though, you need to read over some suggestions that will help you. Make sure you read the suggestions given below carefully.

A receptionist and any other worker who receives office callers should:

1. Give prompt and courteous attention to all callers.

    a. If the caller has a scheduled appointment, you should say something like: "Good morning, Miss Adams. How are you? Mr. Bobbitt is expecting you. You may go right in." or "Good morning, Miss Adams. How are you? Mr. Bobbitt is on the phone and will be with you in a few moments. Won't you be seated."

    b. If the caller does not have an appointment and you do not know him or her, you could say something like this: "Good morning. May I help you?"

2. If you do not know the caller, you need to obtain the following information:

    a. name
    b. name of company caller represents
    c. reason for call
    d. person the caller needs to see
    (in a larger office, the receptionist
    may handle callers for several people)

3. Do not judge the caller by the way he or she is dressed. Common courtesy requires that all callers be treated politely. You have probably heard the saying "Do not judge a book by its cover." A poorly dressed person may very will be a worthwhile person and a good customer or client.

4. Make the caller comfortable.

    a. Offer current magazines or newspapers. For example: "Would you care to read this magazine while you are waiting, Mr. Jones?"

    b. Check for good lighting so the caller may see easily what he or she is reading.

5. Be polite in handling difficult callers. You may have certain callers who are gruff, aggressive or even rude. It takes a great deal of poise and self-control to be gracious to these people. If a customer wants certain information that you are not at liberty to tell, you might

answer this way: "I really do not know; perhaps Mr. Duncan can tell you." This will usually stop the questions.

6. If necessary, refuse appointments tactfully, giving a reason. Examples might be: "I'm sorry but Mr. Jones is out of town." or "I'm sorry but Mr. Jones is in conference."

   If the caller seems very disappointed over the refusal, you could offer to talk with the caller yourself and see if you could help or offer to give a message to your boss.

Let's look at a couple of situations and you decide what you might say if you were the receptionist.

Situation A: Mr. Richard Harris of Northwestern Life Insurance Co. calls to see Mr. Jackson, your employer. Mr. Jackson is very busy and does not wish to see any insurance salesmen during office hours.

Situation B: Mr. Gene Brown, a new salesman for the local TV station, comes into the office to see Mr. Jackson. Mr. Jackson is in a meeting and cannot be disturbed.

When you finish, turn the page and look at the suggestions given for the situations.

Answer Key:

Situation A: "I'm sorry but Mr. Jackson does not wish to see insurance salesmen during office hours. If you wish, I'll check and see if Mr. Jackson is available after office hours."

Situation B: "I'm sorry Mr. Brown, but Mr. Jackson is in a meeting. Would you like to make an appointment to see Mr. Jackson later?"

These are only suggestions. Your answers may be different. The important thing is that you are courteous and try to be helpful if possible.

Do you think you are ready to look at some other situations?

Read the following and decide how you would handle these callers. Write the answer you like best on a sheet of paper.

1. An impatient caller wants your attention--out of turn. Would you

    a. Say, "Can't you see that I am busy?"

    b. Ask the visitor you are waiting on if he minds your taking care of the other person first.

    c. Say, "I'll be with in just a moment, sir."

    d. Just ignore him.

2. A man who is poorly dressed enters the office and comes to your desk. Would you

    a. Greet him the same as everyone else--pleasantly

    b. Ask him to leave immediately

    c. Greet him as a friend

    d. Stare at him

3. A person comes to your desk and speaks in a "rough" voice. Would you

    a. Act frightened and ask, "May I help you, sir?"

b. Greet him in the same tone of voice he used.

c. Overlook his tone of voice--greet him pleasantly.

d. Leave the room crying.

4. A caller you do not know enters the office and comes to your desk. Would you

   a. Say, "What do you want?"

   b. Say, "May I help you?"

   c. Ignore him and go about your work.

   d. Pick up the telephone and make a call.

5. A person arrives claiming to be a member of your boss' family and demands to see him. Your boss is in conference. Would you

   a. Say, "I don't remember seeing you before."

   b. Say, "Mr. Allen cannot see you now."

   c. Say, "Mr. Allen will be free in a few moments. Would you like to wait?"

   d. Say, "Mr. Allen is very busy. See him at home."

6. You boss just returned from a business trip and has a lot to catch up on in his office. He asks that no visitors be allowed except in case of emergency. A salesman enters the office and wants to see your boss. Would you

   a. Say, "Mr. Gray is in but doesn't want to see anyone."

   b. Say, "Mr. Gray is out of the office."

   c. Say, "Mr. Allen doesn't see salesmen."

   d. Say, "Mr. Gray is busy today. May I help you?"

How do you think you did?

Let's turn the page and find out.

Answer key:

1. c
2. a
3. c
4. b
5. c
6. d

ALL RIGHT!
PEEP

The receptionist performs another important duty when it comes to office callers. She keeps a record of callers which is known as a visitor's log. The receptionist can find the record helpful in obtaining needed facts, because it gives names and dates. The record might contain times of the calls, business affiliations, who the visitor was referred to, and other types of information.

Some offices may have a printed form for this purpose. Given below is an illustration of how the form might look.

VISITOR'S LOG

October 15, 19--
Current Date

Name & Firm	Arrival Time	Referred to	Departure Time
Jim Phillips, Hills Mfg.	9:32	Bob Jones Purchasing	9:58
Joan Adams, New Look Boutique	10:05	Ron Lyons Adv. Dept.	10:33
Fred Scott, representative of United Advertisers	10:15	John Jacobs Adv. Dept.	10:45
Mary Smith, United Imports	11:10	Bill Allen Acct. Dept.	11:35

Now that you have seen an illustration of a visitor's log, turn the page and let's see if you can do one.

Use the visitor's log below to record the coming and going of the following callers at your office. Use today's date.

a. Jim Smith, a representative of IBM, arrived in your office at 10:45 a.m.; you referred him to J. B. Hunter in the Purchasing Department. It was 11:20 a.m. when Mr. Smith left the office.

b. Raymond Pierce, Pierce Advertising Agency, called to see Bob Adams in the advertising department. He left at 1:45 p.m. which was fifteen minutes after his arrival.

c. At 2:10 p.m. Joe Carper of Engineering Sales arrived for his 2:15 appointment with Harry Weiss of Engineering. He left the office at 2:45.

d. Fred Allen of Jamison, Inc. arrived at 2:45 for his appointment with J. B. Hunter in the purchasing dept. He left at 3:15.

e. Mary Schafer, representative of Hughes Manufacturers, arrived at 3:00 p.m. concerning an account. You referred her to Dale Teller in the accounting department. She left at 3:40.

VISITOR'S LOG

____
Current Date

Name & Firm	Arrival Time	Referred to	Departure Time

When you finish, complete the attitude sheet on the next page and turn both of these forms into your teacher.

Name ____________________

Occupational Cluster & Number Business & Office XXXI

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Learning about greeting callers					
2. Making decisions in handling callers					
3. Filling in a visitor's log					
4.					
5.					
6.					
7.					
8.					
9.					
	Yes	No			
10. Are you now aware of jobs using these skills or activities?					
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ____________________

____

____

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Typing and related; Secretarial*

*Representative Job Titles with DOT Code

Receptionist	237.368
Legal Secretary	201.368
Medical Secretary	201.368
School Secretary	201.368
Secretary	201.368

OCCUPATIONAL TASK: Taking telephone messages

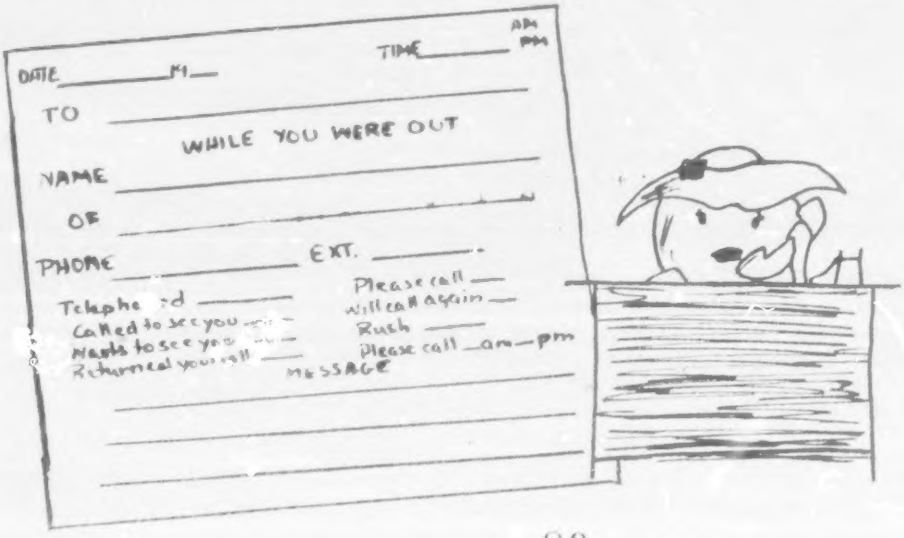
OCCUPATIONAL COMPETENCY: To be able to answer the phone properly and take messages.

LEARNING OBJECTIVES

Upon completion of the learning activities, the students will be able to: correctly use the telephone and take messages and have a chance to see if this type of work suits them.

SUGGESTED RESOURCES

The packet is self-contained; but if you wish, you may consult any secretarial or clerical office practice book for additional materials.


AM
PM
TIME
DATE
M
TO
WHILE YOU WERE OUT
NAME
OF
PHONE
EXT.
Telephoned
Called to see you
Wants to see you
Returned your call
Please call
Will call again
Rush
Please call am pm
MESSAGE

TAKING TELEPHONE MESSAGES

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of: pen or pencil (message forms are included in packet).

3. If you wish additional information before giving this packet to a student, you should read the introductory pages to the student's packet.

EVALUATION PROCEDURES

Upon completion of the packet, the student will turn in a telephone message that he/she has taken. An attitude sheet will also be turned in which will help in determining interest in a career involving this skill.

ANSWER KEY

You will find the answer key to the final problem the student will turn in on the next page.

ANSWER KEY

MESSAGE

DATE Current 19__ TIME 11:45 [✓ a.m.] p.m.

TO Mr. Duncan

WHILE YOU WERE OUT

NAME Larry Frame

of Taylor Advertisers

Phone 746-1938 Ext. 5

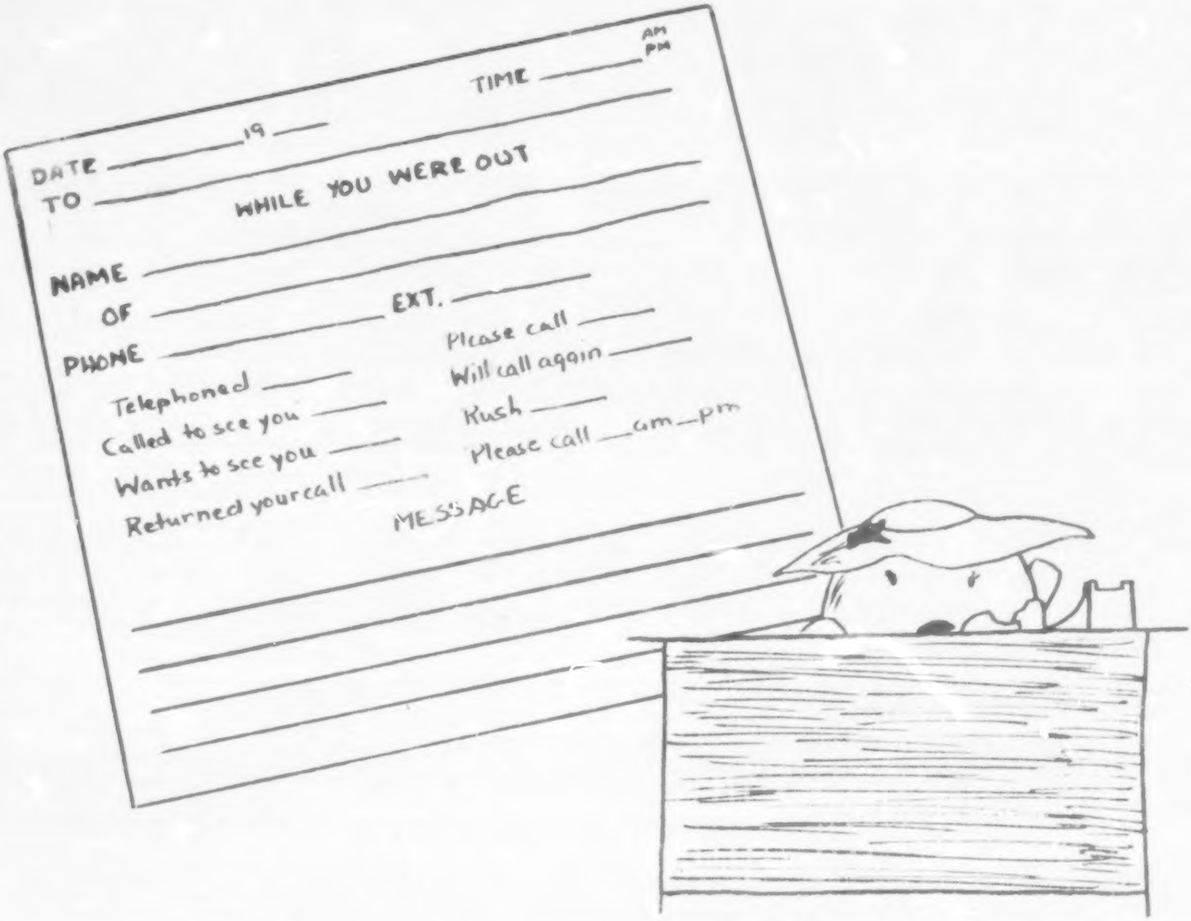
Telephoned ✓
Called to see you ___
Wants to see you ___
Returned your call ___

Please call ___
Will call again ___
Rush ✓
Please call ___ a.m. ✓ p.m.

Message

Important you call Mr. Frame before 4 p.m. today concerning next month's advertising campaign.

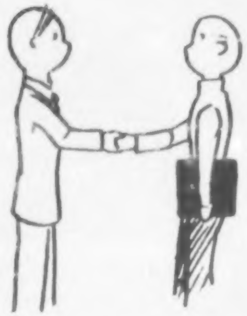
TAKING TELEPHONE MESSAGES


TIME
AM
PM
DATE
19
TO
WHILE YOU WERE OUT
NAME
OF
EXT.
PHONE
Please call
Will call again
Telephoned
Called to see you
Rush
Wants to see you
Please call __am__pm
Returned your call
MESSAGE

Upon completion of the learning activities, you will be able to: correctly use the telephone and take messages and have a chance to see if this type of work suits you.

DB

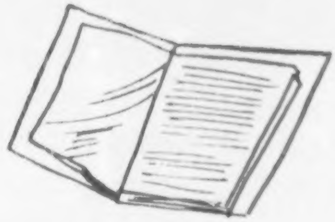
What does a receptionist do?



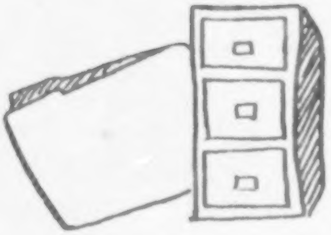
Greets Office Callers

Types

Talks on the telephone



Schedules Appointments



Files

When you walk into a business office, you will usually see a person in the front office who is known as a receptionist. Some of the responsibilities of the receptionist include: greeting callers, answering the telephone, scheduling appointments, and answering routine questions and inquiries about the organization.

The receptionist is usually the first person that a client sees when entering the organization. Because of this, the receptionist must provide efficient and courteous assistance to visitors and callers and create goodwill for the organization.

The personal qualities needed by a receptionist are to be pleasant, courteous, and efficient. He/she must also be able to speak and write using good grammar, be able to type accurately and quickly, and be able to use the telephone efficiently as well as be able to perform other clerical duties.

In this packet you will be learning how to use the telephone efficiently and how to write down telephone messages accurately and neatly. If you find that you enjoy this type of work, you should consider taking the following courses in high school: typing, business communications, and office practice.

If you take a real interest in these courses and do well, you will be able to find employment opportunities upon graduation. Even though a receptionist will not make as much money as a secretary, if you find employment in a large organization, you will have a chance to advance to higher clerical positions as openings become available.

LEARNING ACTIVITIES

In this packet you will be working as a receptionist for the Atlanta Manufacturing Company which sells various types of clothing for men and women to business concerns. The person in charge of sales is James Duncan.

You will learn about the various techniques involved in answering the telephone and be given the opportunity to record telephone messages received for Mr. Duncan. Before doing this, let's take a look at some of the proper telephone techniques.

One of the most important things you need to remember when talking on the telephone is to always be courteous. Remember: you are often the first contact a client might have with your organization and you should create a good impression.

Some of the other techniques are given below:

Answer promptly: If possible, you should answer on the first ring. This will create an immediate and favorable impression on the caller. If you happen to be on another line when the telephone rings, you should excuse yourself and answer the other call and asks if the caller could please hold for a moment.

Immediate identification: When you answer the phone, you should first of all identify your company or office and then yourself. For example: If the call comes on an outside line, you should state the company name and your name---Jackson and Adams, Miss Phillips. If the call comes through the switchboard answer the following way: Mr. Samuel's office, Miss Phillips. Never answer by saying hello or yes.

Note pad and pencil: Always be ready to take a message by having a note pad and pencil handy so that you can reach for them when you answer the telephone. You should not rely upon your memory.

Be discreet: If your employer is unable to take the phone call, be helpful but not specific. For instance, you could say: "Mr. Allen is away from the office right now. May I have him call you when he returns?" Do not say something like this: "Mr. Allen was supposed to return an hour ago, so I'm sure he will be back soon."

Be courteous: When you are talking on the phone, always be attentive and take time to be helpful. If there is a delay because of another phone call, apologize for the delay. Use good manners. Say thank you and you're welcome when appropriate, and let the caller hang up first.

Now that you know some of the techniques for answering and talking on the telephone, turn to Worksheet A on page 4 where you will see an example of a telephone message and the conversation that lead up to the message.

How did you think the receptionist handled the telephone call? Was she courteous and helpful? Did she record the information correctly on the message form?

You probably noticed that there is not too much room to write down a message, so you need to be sure that you list all of the necessary information yet be as brief as possible.

Do you think you are ready to assume your job as a receptionist?

GOOD!!

On page 5, you will find several situations concerning calls that you received today. You are to read these situations and then make out the telephone messages. You will find the forms for these messages on Worksheet B on pages 6 and 7.

WORKSHEET A

MESSAGE

DATE May 3 19-- TIME 10:00 [✓ a.m.] p.m.

TO Mr. Allen

WHILE YOU WERE OUT

NAME John Adams

of Franklin Dress Shop

Phone 746-8903 Ext. ____

Telephoned ✓

Called to see you ___

Wants to see you ___

Returned your call ___

Please call ___

Will call again ___

Rush ___

Please call ___ a.m. ✓ p.m.

Message

Call Mr. Adams between
3 and 5 p.m. today

Setting: It is 10:00 am. on May 3 and the phone rings. The employer is out of the ofice.

RECEPTIONIST: Mr. Allen's office--Miss Phillips.

CALLER: I would like to speak to Mr. Allen.

RECEPTIONIST: I am sorry but Mr. Allen is out of the office. If you will give me your name and telephone number, I will ask Mr. Allen to call you when he returns.

CALLER: I am John Adams of the Franklin Dress Shop. Ask Mr. Allen to call me at 746-8903 between 3 and 5 p.m. today.

RECEPTIONIST: Thank you, Mr. Adams. I will see that Mr. Allen gets your message.

TURN BACK TO PAGE 3.

Listed below are four situations. Remember the forms to record your message on are on pages 6 and 7.

SITUATION 1

You received a call from Adam Jacobs of Jacobs Department Store at 9:30. He needs to talk with Mr. Duncan sometime tomorrow about some new merchandise received today. He asks that Mr. Duncan call him between 10 and 11:30 a.m. tomorrow. Mr. Jacobs' phone number is 348-1062, extension 39.

SITUATION 2

Mrs. Alice Jones of the New Look Boutique called at 10:45 a.m. and needed to talk to Mr. Duncan concerning the new line of clothes they discussed last week. She said she would call back tomorrow at 10 a.m.

SITUATION 3

Fred Taylor of Taylor Advertisers called at 11:00 a.m. He was returning a call from Mr. Duncan on Saturday. He asked if Mr. Duncan would call him at his office tomorrow afternoon before 4. His number is 746-1938, extension 25.

SITUATION 4

Jerry Brooks of Smith's Wholesalers called at 11:30 to talk with Mr. Duncan. He needs Mr. Duncan to call him before 3 p.m. today at the latest concerning merchandise he ordered last week. His number is 348-9613. Before hanging up, he stressed the importance of Mr. Duncan returning his call.

Use the current date on the message forms.

July 4, 1776

WORKSHEET B

MESSAGE

DATE ____________19__ TIME __________ a.m. p.m.

TO ____

WHILE YOU WERE OUT

NAME ____

of ____

Phone ____________________ Ext. ________

Telephoned ___
Called to see you ___
Wants to see you ___
Returned your call ___

Please call ___
Will call again ___
Rush ___
Please call ___a.m.___p.m.

Message

____

____

____

____

MESSAGE

DATE ____________19__ TIME __________ a.m. p.m.

TO ____

WHILE YOU WERE OUT

NAME ____

of ____

Phone ____________________ Ext. ________

Telephoned ___
Called to see you ___
Wants to see you ___
Returned your call ___

Please call ___
Will call again ___
Rush ___
Please call ___a.m.___p.m.

Message

____

____

____

____

WORKSHEET B - continued

MESSAGE

DATE ________ 19__ TIME ________ a.m. p.m.

TO ______________________________

WHILE YOU WERE OUT

NAME ______________________________

of ______________________________

Phone ______________ Ext. ______

Telephoned ___ Please call ___
Called to see you ___ Will call again ___
Wants to see you ___ Rush ___
Returned your call ___ Please call ___a.m.___p.m.

Message

____

____

____

____

MESSAGE

DATE ________ 19__ TIME ________ a.m. p.m.

TO ______________________________

WHILE YOU WERE OUT

NAME ______________________________

of ______________________________

Phone ______________ Ext. ______

Telephoned ___ Please call ___
Called to see you ___ Will call again ___
Wants to see you ___ Rush ___
Returned your call ___ Please call ___a.m.___p.m.

Message

____

____

____

____

Turn now to page 8.

You can check the answers to the four message by turning to pages 10 and 11. Your forms should be similar to these.

Let's do one final problem to show your teacher how well you have done.

A telephone call comes at 11:45 a.m. for Mr. Duncan who has left for a luncheon meeting and will not be back until 1:00 p.m. Pretend that the following telephone conversation took place. When you finish reading it, write down the message you would leave for Mr. Duncan on the form on the next page.

YOU: Mr. Duncan's office--(your name)

CALLER: May I speak with Mr. Duncan?

YOU: I am sorry but Mr. Duncan is out of the office until one o'clock. May I take a message and have Mr. Duncan return your call.

CALLER: Yes. It is very important that I talk with Mr. Duncan before 4 p.m. today concerning next month's advertising campaign.

YOU: I will be glad to give Mr. Duncan your message. May I ask who is calling please?

CALLER: This is Larry Frame of Taylor Advertisers. Tell Mr. Duncan he can reach me at 746-1938, ext. 5.

YOU: I will see that Mr. Duncan gets your message when he returns, Mr. Frame. Thank you for calling.

CALLER: I will be expecting the call. Thank you. Good-bye.

YOU: Good-bye Mr. Frame.

MESSAGE

DATE __________ 19__ TIME __________ a.m. p.m.

TO ______________________________

WHILE YOU WERE OUT

NAME ______________________________

of ______________________________

Phone ______________ Ext. ________

Telephoned ___
Called to see you ___
Wants to see you ___
Returned your call ___

Please call ___
Will call again ___
Rush ___
Please call ___a.m.___p.m.

Message

____

____

____

____

When you finish this last activity, do the attitude sheet on the pink page at the end of the packet. Then turn both of these forms into your teacher.

WORKSHEET B - KEY

MESSAGE

DATE Current 19__ TIME 9:30 [✓ a.m.] p.m.

TO Mr. Duncan

WHILE YOU WERE OUT

NAME Adam Jacobs

of Jacobs Department Store

Phone 348-1062 Ext. 39

Telephoned	✓	Please call	___
Called to see you	___	Will call again	___
Wants to see you	___	Rush	___
Returned your call	___	Please call	✓ a.m. ___ p.m.

Message

Call tomorrow between 10 and

11:30 a.m. concerning new

merchandise received

MESSAGE

DATE Current 19__ TIME 10:45 [✓ a.m.] p.m.

TO Mr. Duncan

WHILE YOU WERE OUT

NAME Mrs. Alice Jones

of New Look Boutique

Phone ______ Ext. ______

Telephoned	✓	Please call	___
Called to see you	___	Will call again	✓
Wants to see you	___	Rush	___
Returned your call	___	Please call	___ a.m. ___ p.m.

Message

will call back at 10 a.m.

tomorrow concerning new

line of clothes.

MESSAGE

DATE Current 19__ TIME 11:00 [✓ a.m.] p.m.

TO Mr. Duncan

WHILE YOU WERE OUT

NAME Fred Taylor

of Taylor Advertisers

Phone 746-1938 Ext. 25

Telephoned ___
Called to see you ___
Wants to see you ___
Returned your call ✓
Please call ___
Will call again ___
Rush ___
Please call ___ a.m. ✓ p.m.

Message

Call tomorrow afternoon
before 4.

After you check the last message below, turn back to page 8.

MESSAGE

DATE Current 19__ TIME 11:30 [✓ a.m.] p.m.

TO Mr. Duncan

WHILE YOU WERE OUT

NAME Jerry Brooks

of Smith's Wholesalers

Phone 348-9613 Ext. ___

Telephoned ✓
Called to see you ___
Wants to see you ___
Returned your call ___
Please call ___
Will call again ___
Rush ✓
Please call ___ a.m. ✓ p.m.

Message

Important you call him
back before 3 p.m today
concerning merchandise
Mr. Brooks' ordered last week

Name ______________________________

Occupational Cluster & Number Business & Office XXXII

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Learning the proper way to use the telephone					
2. Writing telephone messages					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ______________________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Typing & related; Secretarial*

*Representative Job Titles with DOT Code

Receptionist	237.368
Secretary	201.368
Office Manager	169.168
Telephone Operator	235.862

OCCUPATIONAL TASK: Using the telephone directory

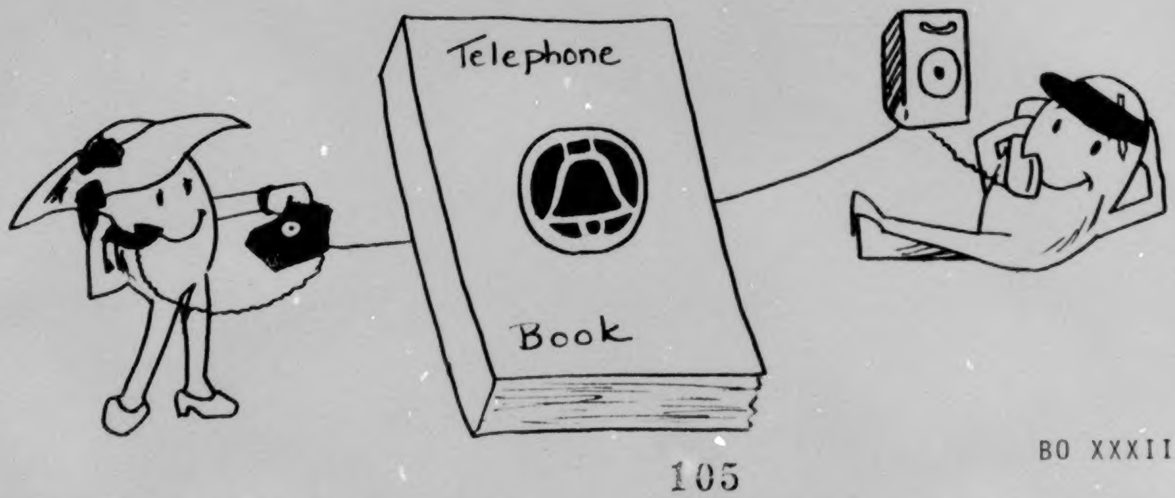
OCCUPATIONAL COMPETENCY: To be able to use the telephone directory efficiently, which includes knowing how to use both the white and the yellow pages.

LEARNING OBJECTIVES

Upon completion of the learning activities, the students will be able to: know the proper way of using the telephone directory and be able to use the directory to locate numbers in both the white and yellow pages and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained; but if you wish, you may consult any secretarial or office practice book or any telephone directory for additional materials.



USING THE TELEPHONE DIRECTORY

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of: paper, pencil, and a local telephone directory.

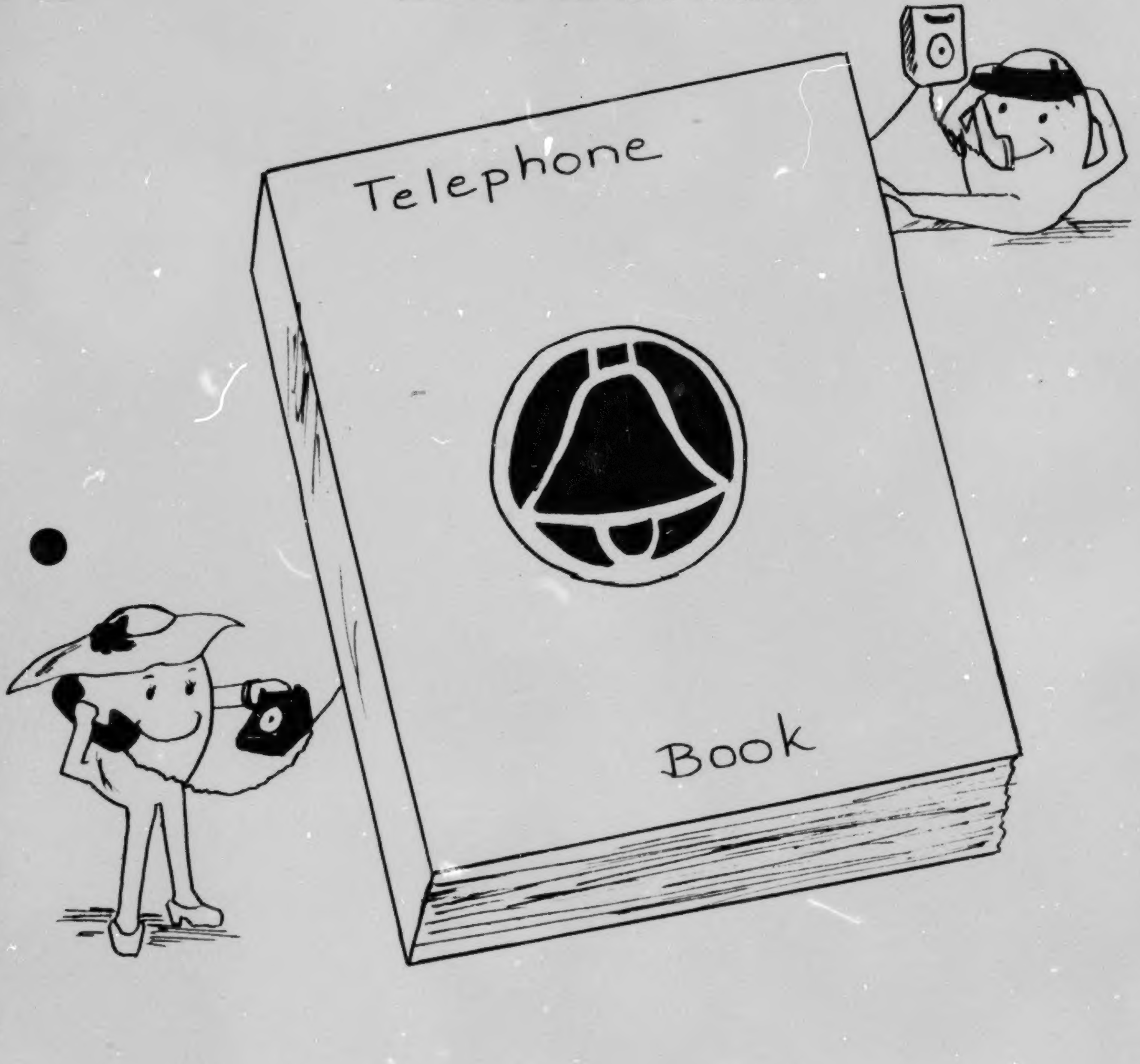
3. If you wish additional information before giving this packet to a student, you should read the introductory pages to the student's packet.

4. On pages 6 and 7, you will find a list of things the students are to look up in their local telephone book. If you do not think these items are particularly suitable to your locality, you might want to make a new list and substitute it.

EVALUATION PROCEDURES

Upon completion of the learning activities, the student will be able to correctly use the white and yellow pages of the telephone directory. You might want to ask the student to look up three or four particular things to see how quickly and efficiently he/she can use the telephone directory. An attitude sheet will also be turned in which will help in determining interest in a career involving this skill.

USING THE TELEPHONE DIRECTORY



Upon completion of the learning activities, you will be able to: know the proper way of using the telephone directory and be able to use the directory to locate numbers in both the white and yellow pages and have a chance to find out if this type of work suits you.

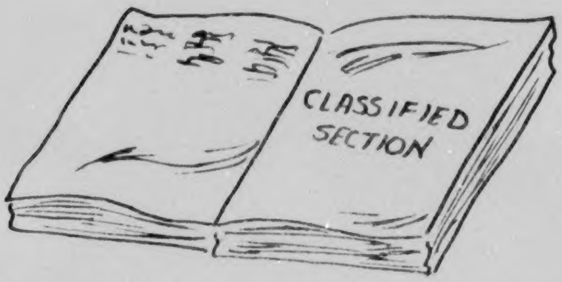
DB

What happens if you do not know a telephone number??

WAS THAT 348 OR 384 ?!

Look it up in the telephone directory.

Do you know how to use the yellow pages in your telephone directory?



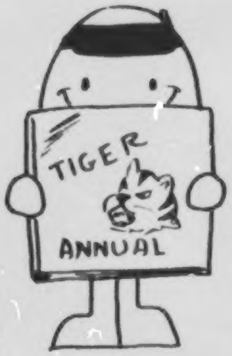
In today's society with all our modern inventions, the telephone is probably still one of the most important inventions. Have you ever stopped to think how much time is spent on the telephone? Can you imagine how many phones are ringing right now?

Being able to talk on the phone is one thing, but it is important to know how to use the telephone directory effectively to save time and trouble for you and the telephone company. In this packet you will learn about and be able to use the telephone directory. Before getting into the packet, let's look at some situations you may have had or might have when you are in high school in which you need to know how to use the telephone directory.

Does your school publish a newspaper or have an annual? If not, you might have seen the school paper or annual of an older sister or brother or maybe even your parents' annuals.

In the school newspaper you will usually see several advertisements placed on different pages throughout the newspaper. In the back of the annual, you will find several pages devoted to advertisements. These advertisements are a big help in enabling the school to be able to afford the cost of printing and publishing a newspaper or annual.

Let's assume that you are on the staff of the Tiger Annual and it is the first year that the Tiger Annual is being done. One of your duties is to obtain advertisements from various people and business firms in your city. Because of the contact you will have with people, you need to be courteous, tactful, and pleasant in your dealings with these people. Before you could contact these people, however, you would need to locate their telephone numbers in your local directory.



When you have gone to a football or basketball game, you have surely seen or bought a program. Did you notice all the advertisements in the programs? If you were ever involved in working on the advertisements for these programs, then you will definitely know the importance of being able to use the telephone book.

If you have ever been in a school play or have helped to put on a school play, you know that the play must be advertised so that lots of people will come. People and businesses in the community need to be contacted to ask their support in displaying posters or helping out in some way with the play. Have you figured out what I'm getting at? Sure you have. The person or persons who handle the publicity must know how to use the telephone directory to locate numbers of people or firms to call.

"HAMLET"
Presented by
OUR SCHOOL
Friday
2:00
Price
$1.00

You have read several reasons why you need to know how to use a telephone directory, and I'm sure you have seen the commercials on TV that show the importance of being able to look up telephone numbers instead of having to call the operator.

When you finish with this packet, you should be able to use the telephone directory efficiently, whether it is for school activities, your personal life, or in a job you may have in the future.

LEARNING ACTIVITIES

We are now going to take a look at some background information about the telephone directory which will help you in the activities you will do later.

Before you place a telephone call, you need to locate the telephone number, which sometimes may be a little difficult if you are not familiar with your telephone directory.

If you do not know the number you wish to call, you should look it up in the telephone directory. The directory will usually consist of two main parts: an alphabetic section (white pages) and a classified section (yellow pages).

In the alphabetic section, you will find an alphabetic list of all subscribers with their addresses and telephone numbers. The classified section also contains an alphabetical listing. This listing consists of names of businesses and professional subscribers (doctors, lawyers, etc.) alphabetized according to the goods or the services they offer. You are probably used to seeing the yellow pages in the back of the telephone directory, but if you have ever been to a real large city, like Cincinnati, you have seen the yellow pages bound in a separate book.

The telephone directory also contains more information than the two sections you just read about. It may contain such information as the following: how to make long distance phone calls, list of area codes, places to call in case of emergencies, and information on telephone rates.

Before we go any further in this packet, make sure that you have a copy of your local telephone directory.

Now that you have it, just take a few minutes and look through it and see what it contains.

FINISHED--Let's take a closer look at what the alphabetic and classified sections of the directory contain. To do this turn to Worksheet A on the next page.

CLASSIFIED SECTION

WORKSHEET A

Alphabetic Section

The names of subscribers are listed alphabetically in the directory. You can locate names and firms easily in the directory.

If you look at the top of the pages in this section, you will find in the upper outside corner the first and last names or headings listed on each page. You can save time by using these headings.

Let's say you are looking for the number of Tom Shafer, but you are not sure of how to spell the last name. If you look under Shafer, you will see a list of alternate spellings (cross-references) suggested, which can aid you in locating the number you need.

Government offices and public services are usually listed under the proper political subdivision--for example, city offices are listed under the name of the municipality, county offices under the name of the county, state offices under the name of the state, and federal offices under United States Government.

If you need the number of another school, you will find public schools are generally listed in two places--under the municipality (city or town) and under the board of education. Parochial (church) schools are listed individually.

Sometimes when you look up a name, you may find two or three other names that are the same. When this happens the names are listed alphabetically according to street names followed by numbered streets in numerical order.

Let's take a look now at the classified section of the directory. After that you will be given some activities to do.

Classified Section

In the yellow pages names, addresses, and telephone numbers of business subscribers are listed alphabetically by appropriate product or service. In looking through the yellow pages, you will see that business organizations use advertising space and art work to inform their customers about the organization's operations, brands carried, hours, and services.

Nationally advertised or trademarked products might be listed with the names, addresses, and telephone numbers of most of the local dealers arranged alphabetically under a word or trademark design. Let's look at an example: You just broke your watch and need to get it repaired. Where would you look? How about the yellow pages under Watches-Repairing. You may find several dealers listed along with their telephone numbers and addresses. From this list you can choose the one which is best suited for you.

So much for all of this reading. Are you ready to look up some items in your phone book? It sure does look like Peep needs a change.

Turn the page and let's go.

Let's see what you can do with your telephone directory.

A fire has broken out in the house next door and no one is home. What is the quickest way you can find the number of the fire department in the telephone directory?

Where did you look?

You could have looked in the white pages under fire, but there is a faster way. Do you remember what it is from what you read in Worksheet A?

Sure you do. It's listed on the inside cover of your phone book. Take a good look at this page. It contains important numbers that you might need to call some day.

See if you can find the following in your phone book for the city you live in.

Alphabetical Section (White Pages)

a. City Hall

b. Park or Recreation Department

c. Library

d. Western Union

e. Your high school

f. Your best friends' phone number. (if you don't know what her/his father's name is, find the last name and check the addresses)

g. County Animal Shelter

h. Police Department

Classified Section (Yellow Pages)

a. Certified Public Accountants

b. Someone to work on your TV

c. The nearest hardware store

d. You are thinking of buying a bicycle.

e. Some of your friends just got together and you decided to order a pizza.

f. You just heard a terrific new song on the radio and you would like to get it. Under what listing would you look?

g. Mother's Day is coming up and your mother likes plants, but you don't know where to get them. Where might you find a store that sold plants listed in the yellow pages?

h. You would like to buy some tropical fish. What heading would you look under?

Have you found them all yet? If you have, that is very good; but just in case you have had any trouble let's look at the items again.

1. You can find the number of the City Hall, the Park or Recreation Department and the Library listed under the name of your city if your city has these buildings.
2. The Western Union office would be found near the back of the white pages under Western Union.
3. Your school would be listed under Schools or under the Board of Education in your county.
4. The County Animal Shelter would be listed under the name of the county you live in.
5. The Police Department in your city would be listed on the inside cover of your phone book and also under the name of your city or town.

1. Certified Public Accountants would be found by looking in the yellow pages under Accountant's--Certified Public.
2. To find someone to repair your television, you would look under Television Service.

3. The nearest hardware store would be found by looking under Hardware-Retail and seeing which address is nearest your home.

4. If you are interested in buying a bicycle, look under Bicycles-Dealers.

5. To decide where to get your pizza, you would look under Pizza.

6. To find a place to buy plants for your mother, you would look under Plants-Household.

7. You could find places that sell tropical fish by looking under Pet Shops.

Now that you have found how easy it is to use the telephone directory, you should have no trouble finding telephone numbers when you need them.

One other thing before you finish. If you have telephone numbers that you can frequently, you should write these on the sheet provided in your telephone book or in your own personal directory. This will save you even more time and trouble when you need to call these same numbers later.

If you cannot find the name for which you need a telephone number in your directory, you should call Information at the central office. You will find the number for Information in the beginning pages of the phone book. When you do call Information, you should give the information operator the name and, if possible, the address of the one you are trying to call. When the operator finds the number for you, be sure to write it down so that you will not have to call again for the same number.

Now that you have finished this packet, you need to do the attitude sheet you will find on the next page and turn it into your teacher. When you turn this into your teacher, you might want to discuss with her what new things you have learned in this packet.

Name ______________________

Occupational Cluster & Number Business & Office XXXIII

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Learning about the telephone directory					
2. Using the white pages					
3. Using the yellow pages					
4.					
5.					
6.					
7.					
8.					
9.					
10. Are you now aware of jobs using these skills or activities?	Yes	No			
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ______________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Typing and related, Secretarial*--could apply to any field.

*Representative Job Titles with DOT Code

General Office Clerk	219.388
Receptionist	237.368
Typist	203.588
Secretary	201.368

OCCUPATIONAL TASK: Placing phone calls

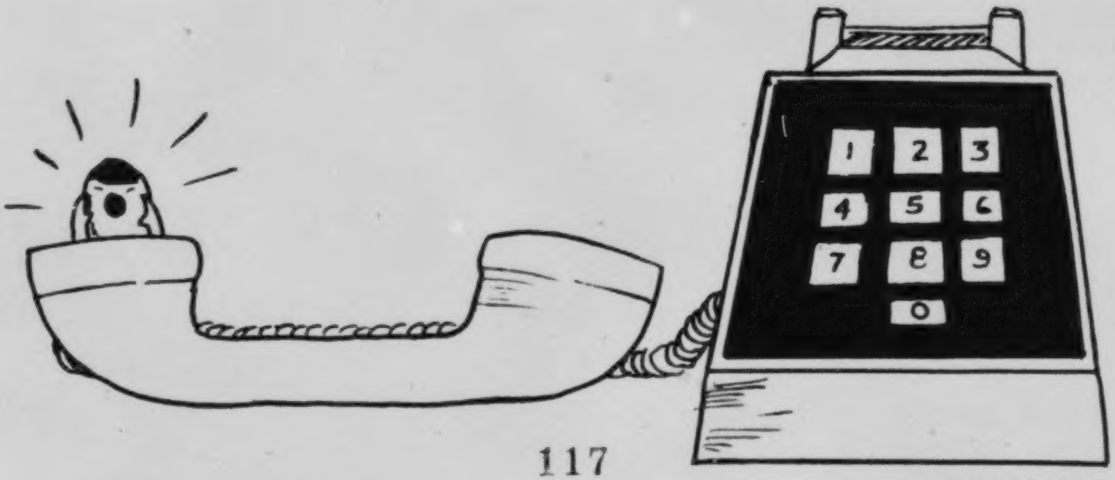
OCCUPATIONAL COMPETENCY: To be able to place local calls and long distance calls.

LEARNING ACTIVITIES

Upon completion of the learning activities, the students will be able to: correctly place a local telephone call, learn the techniques for talking on the telephone, know the different methods of placing long distance calls and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained; but if you wish, you may consult any secretarial or office practice book for additional information.



PLACING TELEPHONE CALLS

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusuable, and pink sheets are consumable.

2. Gather necessary materials which will consist of: paper and pencil and a local telephone directory.

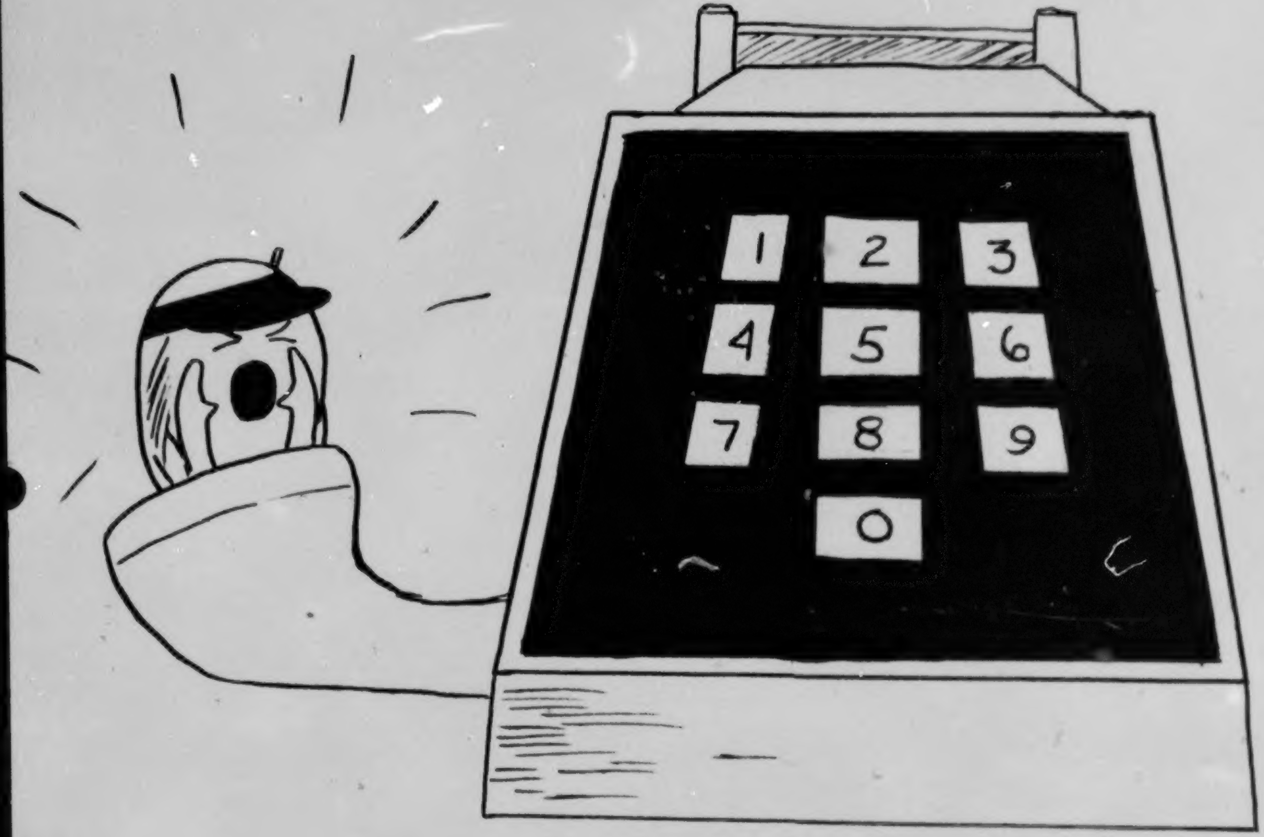
3. In one of the activities in this packet, the student is asked to act out a telephone conversation with you. You will find the background information for this phone call on pages 3 and 4.

4. If you wish additional information on this packet, read the introductory pages to the student's packet.

EVALUATION PROCEDURES

Upon completion of the packet, discuss the various methods of making long distance phone calls with student. An attitude sheet will also be turned in by the student upon completion of the packet which will help in determining interest in a career involving this skill.

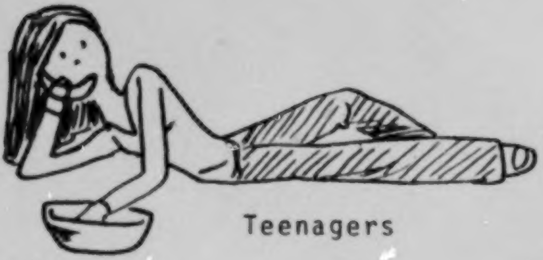
PLACING TELEPHONE CALLS



Upon completion of the learning activities, you will be able to: correctly place a local telephone call, learn the techniques for talking on the telephone, know the different methods of placing long distance calls and have a chance to find out if this type of work suits you.

DB

WHO uses the phone???



Teenagers

Telephone Operators

Secretary

President of U. S.

Farmers

Miners

Whether you one day work on a job that requires you to talk on the telephone, like a secretary or a telephone operator or a receptionist, or just need to talk on the phone for your own personal reasons, you need to know how to correctly place telephone calls.

If you did the packet on the telephone directory, you learned how helpful it can be when it comes to placing calls. If you did not do the packet, you would find it beneficial to do it next.

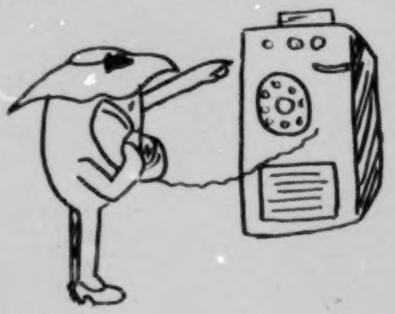
In this particular packet, you will learn how to properly place a telephone call, whether it is a local call or a long distance call. If you enjoy talking on the telephone and talking with people, you could find several career opportunities in the business field that you would enjoy. For example: a receptionist, a secretary, an office manager, a business owner, or a general office clerk just to mention a few.

In any of the careers you would find the following classes helpful: typing, business communications, and office practice. The educational requirements and the salary would vary depending upon the career you chose.

LEARNING ACTIVITIES

The first thing you need to learn is the correct procedure for placing a telephone call.

I am sure you know that when you lift the receiver on a telephone to make a call, you must listen to make sure there is a dial tone before placing the call. This is particularly true for a pay telephone. If you start dialing before you hear the dial tone, you may lose your money. The directions for using a pay telephone are usually written on the telephone or beside of it. Be sure to read the directions.



If you work in an office, you may encounter different types of phones. If the phone has a direct line to the outside, then you can just pick up the receiver and dial the number as you would at home. If the line goes through an office switchboard, you must either dial 9 for an outside line or ask the PBX Operator for an outside line. A private branch exchange (PBX) is used in some large businesses to centralize telephone activity.

Before you place a call, particularly if you are working in an office, you should know exactly what you want to say. If there is a chance you might forget something, you should jot down some notes before you call.

How should you talk on the phone? Here are some important techniques to remember, especially if you work in an office.

1. Hold the receiver close to your ear.
2. Speak directly into the mouthpiece.
3. Talk in a clear, natural voice.
4. Remember, your voice is you. Be courteous at all times.
5. Be careful how you word your conversation so that there will not be any misunderstandings.

6. Listen closely to what the other person is saying.

7. Do not use slang words.

When you place the call, you should do the following:

1. Identify yourself after the person answers if you are placing a personal call. If you are placing a business call for your boss, identify yourself and the person you are placing the call for. Let's look at some examples:

Personal Call	Business Call
"This is Ken Jones." or "This is Ken."	"This is John Jones calling for Mr. Adams of Hayes Manufacturers." or "This is Jane White, secretary for Henry Jones of Hill's."

2. State the purpose of your call clearly.

3. Make sure you have all the facts before you place the call.

4. Be polite in your conversation.

5. Do not talk any longer than necessary, especially when it is a business call.

Now that you have gone over these techniques, I want you to read the following telephone conversation and see if you find anything wrong with it.

This is the situation that lead up to the phone call: Your teacher has asked you to call Taylor Office Machines (348-1064) and ask if a salesman could come to your school and repair the RBA adding machine in Room 205. The tape in the machine is not feeding properly.

This is what happened.

You dial the number and the receptionist answers.

Receptionist: Taylor Office Machines. May I help you?

You: We need a salesman to repair an adding machine.

Receptionist: I'm sure we can send a salesman, but first I need to know who is calling.

You: Oh, sure. I'm a Student at Ja----son Junior High School. (chewing gum)

Receptionist: Was that Johnson Junior High School?

You: No! Jackson Jr. High School.

Receptionist: Thank you. Do you know what is wrong with the machine?

You: Yep. The tape won't feed.

Receptionist: I'll be glad to see that a salesman comes sometime today. Could you tell me what room the machine is in?

You: I forgot the room number, but it is right down from the office.

Receptionist: Thank you. We will take care of the matter.

You: OK. So long.

Receptionist: Thank you for calling. Good-bye.

Peep can't believe such a conversation took place. I am sure you would not place such a call. Do you think you could do a better job in making this telephone conversation? Ask your teacher to act as the receptionist and you plan out what you are going to say. You might want to refer back to pages 2 and 3 in planning your part.

When you think you are ready, ask your teacher when he/she will be able to help you. If your teacher is busy and can't help you right now, go ahead with the next page in this packet until your teacher is free.

In this section, you will be learning about long distance telephone calls. You will need the telephone directory for this part of the packet.

Placing Long Distance Calls

Long distance calls may be made by direct distance dialing or through the long distance operator. We will now look at both of these methods.

DIRECT DISTANCE DIALING--(DDD)

These are station-to-station long distance calls which are dialed directly without operator assistance. To dial a number within your area code, dial "1" and then the number. In W.Va. there is only one area code for the entire state (304). If you want to place a call outside your own area code dial "1", the area code, and then the number. You will find a listing of the area codes for all the states in the front pages of a telephone directory.

Look in your telephone book and see if you can find the area codes for: Dayton, Ohio
Troy, New York
Montgomery, Alabama
Salt Lake City, Utah

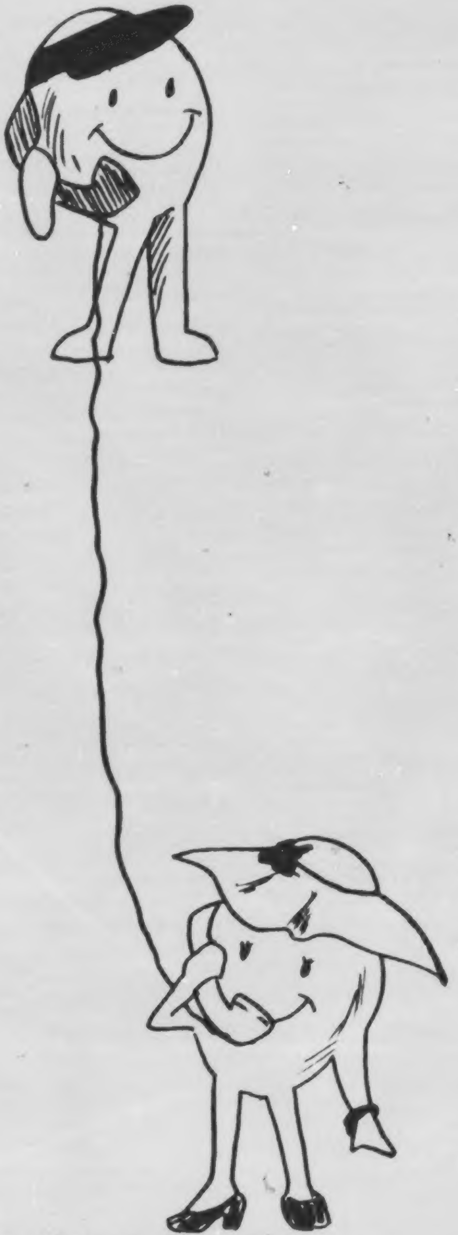
Did you realize before you looked at the telephone directory that some states have more than one area code? If you are unsure about anarea code of a city you are calling, you can call and check with the operator before placing your call.

OPERATOR ASSISTANCE

In some cases, you may have to have operator assistance in placing a long distance call. For example, you will have to go through the operator when placing person-to-person calls, collect calls, calls from coin telephones, calls on which you must have time and charges, and credit card calls. It will be necessary for you to give the operator the following information so she can place the call for you: (1) Area Code; (2) Telephone number; (3) Name of person if call is being placed person to person.

Let's take a look at these types of operator assisted calls.

Person-to-person calls: If you must talk to a particular person or if the person you are calling has an extension number, you may wish to place a person-to-person call. The charge for the telephone call will begin when and if the person you are calling answers the phone. In a station-to-station call, the charges begin whenever the phone is answered. When you place a person-to-person call, give the operator the name, telephone number and the area code of the person you are calling.



Collect calls: This means that the person you are calling agrees to accept the charges (pay) for the phone call. You must be sure to tell the operator you are placing a collect call and give the operator your name and telephone number and the area code and telephone number of the person you are calling.

Calls from a coin (pay) telephone: There will be instructions located on the telephone for placing a long-distance call. If you are not making a collect call, you will need to have quite a bit of change so you can pay for the call. The operator will tell you how much the charge is for three minutes to the area you are calling.

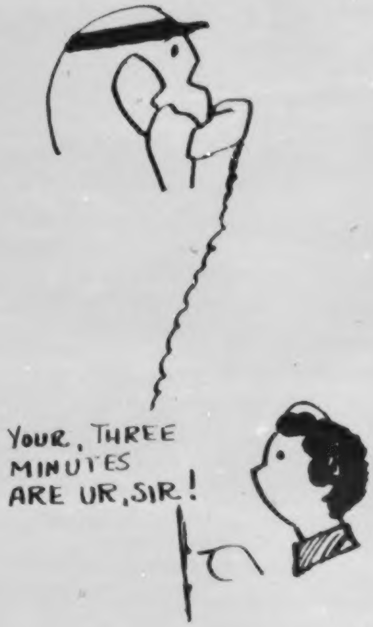
Time and charges call: For business expense forms or for your own personal benefit, you may need to keep a list of long distance telephone calls you have made and how much they cost. To do this, you need to tell the operator when you place the call that you will need to know the time and charges for it.

Credit card calls: A person who travels a great deal may wish to have a telephone credit card. By giving the long distance operator his/her name and the card number, the person can have his/her home or office phone charged.

RATES

When possible, long distance calls should be placed directly since the rate is cheaper. You should check your local telephone directory to see at what times rates are lower. You can usually find this information in the front of the telephone directory. Since long distance calls can cost quite a bit of money, you should know exactly what you need to say before placing the call unless you are placing a friendly call and the money is not an essential matter.

If you want to make sure that you do not talk over a certain time period, you may ask the operator to let you know when the time is up. There is no charge for this service.


YOUR, THREE MINUTES ARE UR, SIR!

WRONG NUMBER

If you happen to reach the wrong number on a Direct Distance Dialing call, you should immediately dial the operator and report what has happened. You will not be charged for this call.

LET'S LOOK AT SOME SITUATIONS

Listed below are some situations that you are to figure out what you think would be the best type of long distance call to use and why. Write your answers on your own paper.

SITUATION 1

Mrs. Jones has lost the slip of paper on which she had the hotel name of where her husband was staying while on a business trip. She believes that the name of his hotel was either The Franklin or The Freemont located in Dallas, Texas. Mrs. Jones needs to talk with her husband. What type of long distance call would you recommmend--station to station or person to person and why?

Collect?
Parson to Parson?
Station to Station?

SITUATION 2

You are planning to return from your trip a day early and you need to phone your family so your father will be sure to meet your plane. Would you call station to station or person to person and why?

SITUATION 3

You are low on money and need to ask your parents to send you more. You are attending an out-of-state college. What type of telephone call might you make to ask your parents for more money and why?

SITUATION 4

You need to make several long distance telephone calls for an organization you work for. These calls will have to be made on your home phone. You have been asked to turn in the cost of these calls as soon as possible. What could you do to find what these costs would be?

Do you get the idea now? It is very important that you are aware of the various types of long distance telephone calls so that you can choose the one best suited for your purposes.

On the next page, you can check your solutions against the ones given. After you finish checking your solutions, turn to the attitude sheet at the end of this packet (pink sheet) and complete it and turn it into your teacher.

Be prepared to discuss with your teacher the various types of long distance telephone calls you have learned.

P
E
E
P
AREACODE
58

ANSWER KEY

Person to person. Since Mrs. Jones does not know for sure which hotel her husband is at, she would save money by making the call person to person since she will have to check with the hotel to find out if her husband is staying there. If the call were made station to station, she would have to start paying for the call as soon as the phone was answered by the hotel even if her husband were not there.

Station to station. It is not important who you talk to in your family to let them know that your plane is coming in a day early and this type of call would be cheaper than calling person to person.

Since you are low on money, you would probably call your parents collect. They are probably used to receiving your calls collect anyway.

All you need to do is ask the operator to let you know when the call is completed what the time and charges are for the call. When you finish making all the calls, you will have a record of exactly how much and how long each call was. You could wait until you receive your monthly telephone bill, but the organization requested the time and charges to be turned in as soon as possible.

Name ______________________________

Occupational Cluster & Number Business & Office XXXIV

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Learning about the proper way to talk on the telephone.					
2. Talking on phone					
3. Learning about long distance calls					
4. Making decisions about what type of					
5. long distance call you would choose.					
6.					
7.					
8.					
9.					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ______________________________

____

____

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Secretarial, Typing and related, Managerial*

*Representative Job Titles with DOT Code

Office Manager	169.168
Hotel Manager	187.118
Receptionist	237.368
Reservation Agent	912.368
Secretary	201.368

OCCUPATIONAL TASK: Preparing a telegram

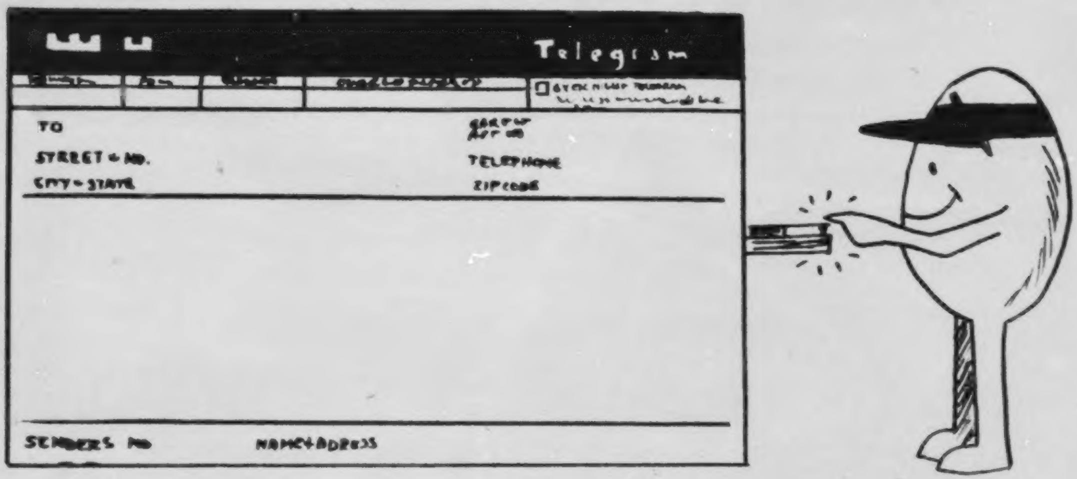
OCCUPATIONAL COMPETENCY: To learn the parts of a telegram and be able to figure rates.

LEARNING OBJECTIVES

After completion of the learning activities, the students will be able to: know the parts of the telegram, be able to prepare a telegram, figure the rates on a telegram, and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained; but if you wish, you may consult any general business, secretarial or office practice book for additional materials.



PREPARING A TELEGRAM

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

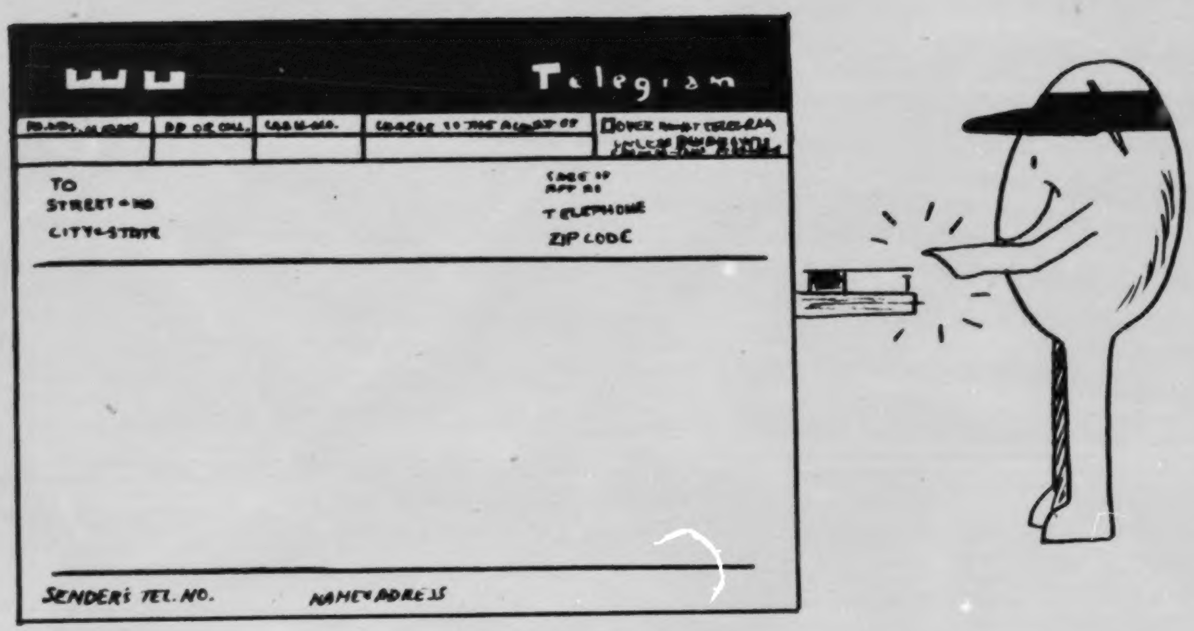
2. Gather necessary materials which will consist of: paper and pencil.

3. If you wish to read additional information on this subject, refer to the introductory pages of the student's packet.

EVALUATION PROCEDURES

Upon completion of the packet, you might wish to discuss with the student what he/she learned about the preparation of a telegram and how the rates are figured. The student will turn in an attitude sheet upon completion of the activities which will help in determining interest in a career involving this skill.

PREPARING A TELEGRAM

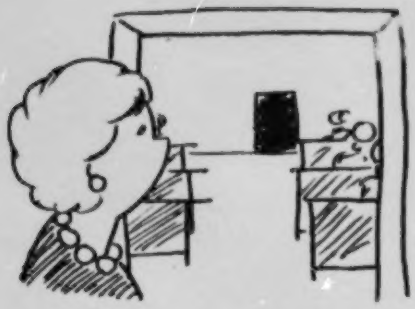

WU
Telegram
TO
STREET + NO
CITY + STATE
TELEPHONE
ZIP CODE
SENDER'S TEL. NO.
NAME + ADDRESS

After completion of the learning activities, you will be able to: know the parts of a telegram, be able to prepare a telegram, figure the rates on a telegram, and have a chance to find out if this type of work suits you.

DB

Hotel Manager

WHO SENDS TELEGRAMS?



Office Manager

Secretary

WESTERN UNION

Western Union Office

Did you realize that the telegraph is older than the telephone? It was invented in 1832 by Samuel F. B. Morse. The development of the telegraph was slow until 1844 when the first line was completed from Baltimore to Washington. After that the growth was rapid, and it played an important part in the settlement of the West. Today the telegraph is still used by individuals and businesses.

The telegraph system has advanced so much that now a message can be sent almost instantaneously through Western Union's computer system in any one of these ways: (1) To a Western Union branch or agency office for delivery by messenger, (2) To one of Western Union's central offices for telephone delivery, or (3) Directly to the addressee (person receiving the telegram) by means of a Telex or TWX Machine located in the business office.

In this packet you will learn about the different types of telegrams and learn how to figure the cost of a telegram, as well as how to prepare a telegram.

There are many different careers in which you would need to know about the telegram. Some of these are: a hotel manager, a secretary, a receptionist, an office manager, and a travel agent.

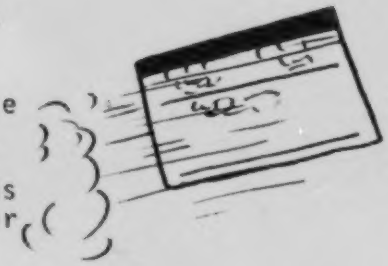
The educational requirements and salaries would depend upon the particular career you would choose. In all these careers, there are some personal qualities you would need: ability to deal with people, ability to make decisions, being neat and accurate in all work and being able to assume responsibility.

LEARNING ACTIVITIES

There are several types of telegrams. Telegrams can be sent within the United States (except in Hawaii) Mexico, and Canada and are known as domestic messages. Telegrams outside of the United States (which includes Hawaii) are known as international messages.

In this packet, we will be looking at two types of telegram services in the United States.

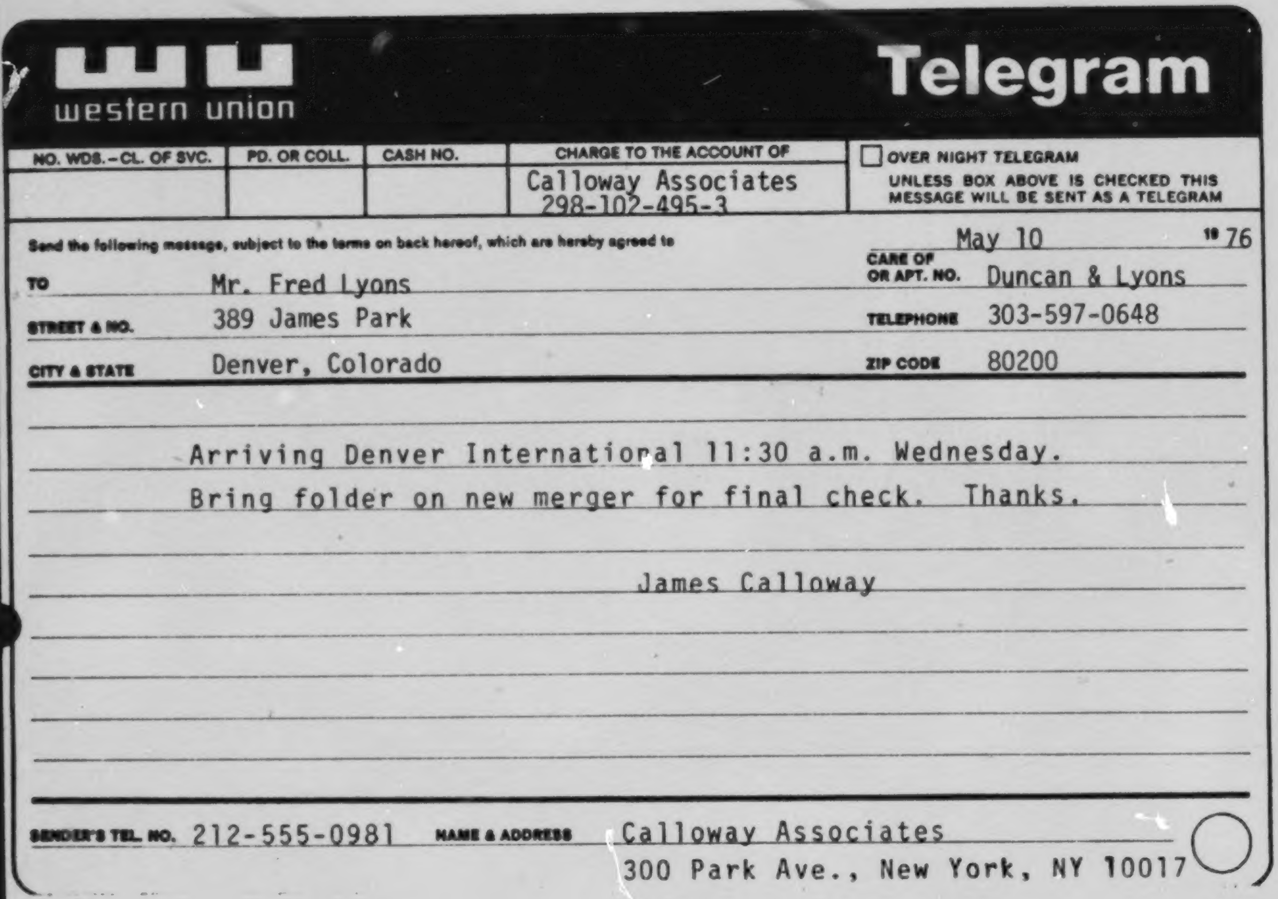
The first type is called the telegram (full-rate telegram). This is the fastest class of service. It is also the most expensive. Whenever same day delivery is essential, this is the best type of service to use. Messages by this type of service are usually made within two hours. The initial rate is based on the first 15 words with each additional word being charged for separately. The charge is the same no matter where it is sent in the United States.



Another type of telegram is the overnight telegram. When time is not really of major concern and you prefer a less expensive type of service, you should choose the overnight telegram. It can be sent at anytime of the day up until midnight for early delivery the following morning, usually before or just after businesses open. The initial rate is based on a minimum of 100 words and additional words are charged at a reduced rate.

Let's look at an example of a telegram. Turn to Worksheet A on the next two pages.

WORKSHEET A



western union

Telegram

NO. WDS.-CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	☐ OVER NIGHT TELEGRAM UNLESS BOX ABOVE IS CHECKED THIS MESSAGE WILL BE SENT AS A TELEGRAM
			Calloway Associates 298-102-495-3	

Send the following message, subject to the terms on back hereof, which are hereby agreed to

May 10 19 76

TO Mr. Fred Lyons

CARE OF OR APT. NO. Duncan & Lyons

STREET & NO. 389 James Park

TELEPHONE 303-597-0648

CITY & STATE Denver, Colorado

ZIP CODE 80200

Arriving Denver International 11:30 a.m. Wednesday.
Bring folder on new merger for final check. Thanks.

James Calloway

SENDER'S TEL. NO. 212-555-0981

NAME & ADDRESS Calloway Associates
300 Park Ave., New York, NY 10017

Let's go over the various parts of the telegram shown above.

Notice the box in the upper-right hand corner. If you are planning to send an overnight telegram, this box must be checked; if it is not, you will be charged for a full-rate telegram.

If the telegram is being sent "Paid" or "Collect" this should be indicated in the appropriate blank [PD. or COLL.] unless it is to be charged to the sender (person sending the telegram) or to an account number which is indicated under the square [CHARGE TO THE ACCOUNT OF].

(Turn to the next page)

The two squares [NO. WDS.-CL. OF SVC.] number of words, class of service and [CASH NO.] cash number are completed by Western Union.

You should be sure that the name and address of the person you are sending the telegram to are typed properly and that the address is complete.

The message should be worded so that it can be clearly understood. Avoid unnecessary and unimportant words.

Do not use any contractions or abbreviations since they may be misunderstood by the person receiving the telegram (addressee).

Spell out all directions; such as, North, East, Southwest, etc.

Do not divide a word at the end of a line.

If it is important to know that a telegram has been delivered, the words "Report Delivery" should be typed or written immediately below the name of the addressee.

GO TO NEXT PAGE!
PEEP

Do you think you could write a telegram using the following information? Sure you can!!

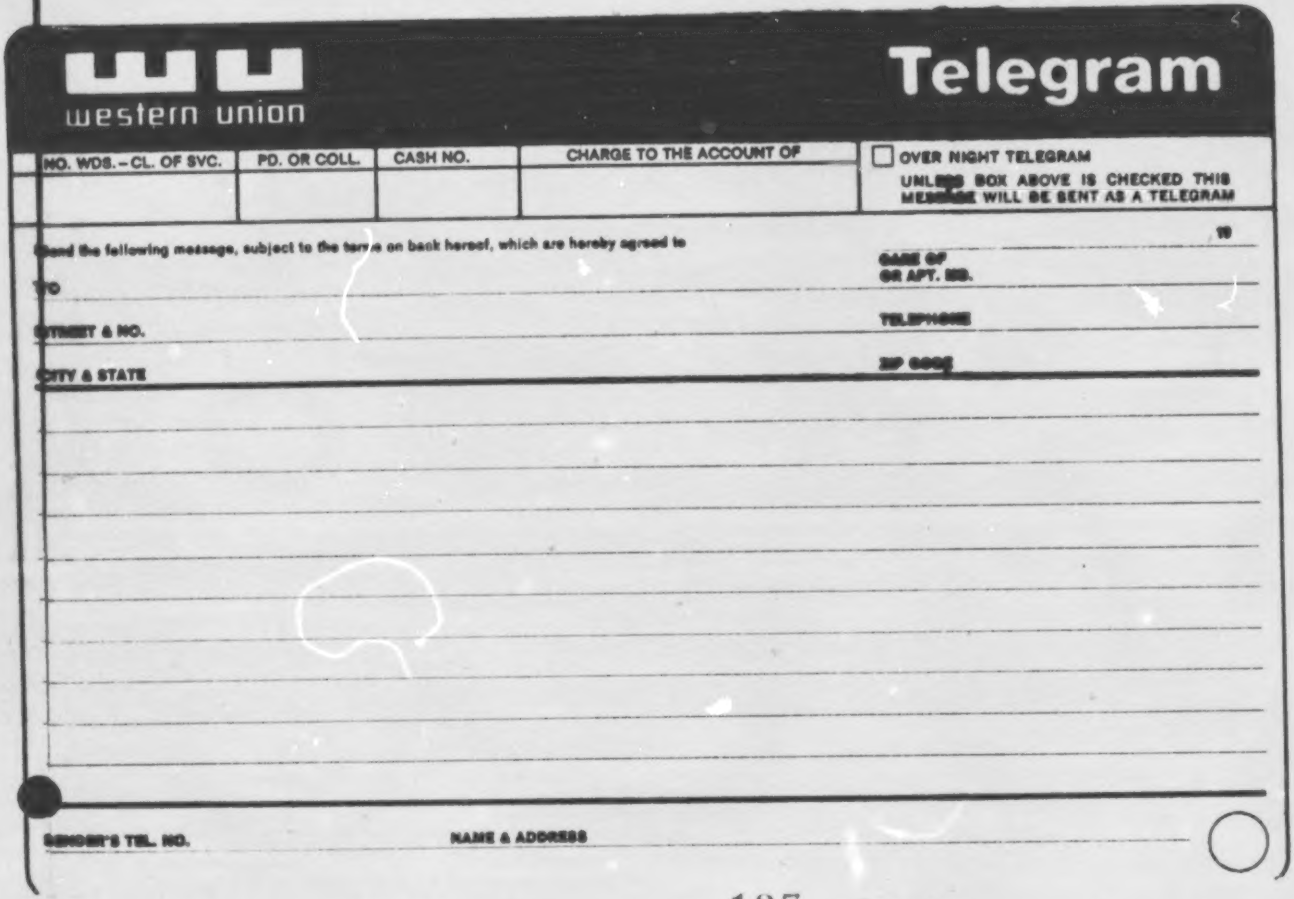
You are working as a legal secretary to John Griffith of Bigley, Hayes & Griffith, Attorneys-at-Law, 1501 Michigan Avenue, Dallas, Texas 34065 [Telephone: (256) 482-9103]

The date is June 10 and your boss has asked you to send a telegram to Steven S. Allen, Detective; 1143 North Street; Denver, Colorado 43106. Mr. Allen's telephone number is (305) 641-8931.

The message should read: Need report on Jamison file by June 12. Case goes to court June 14.

Charge the message to the account of Bigley, Hayes, & Griffith, 041-236-094-1.

Time is of the utmost importance, so you will need to decide which type of telegram should be sent.



western union

Telegram

NO. WDS.–CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	☐ OVER NIGHT TELEGRAM UNLESS BOX ABOVE IS CHECKED THIS MESSAGE WILL BE SENT AS A TELEGRAM

Send the following message, subject to the terms on back hereof, which are hereby agreed to

19

TO

CARE OF OR APT. NO.

STREET & NO.

TELEPHONE

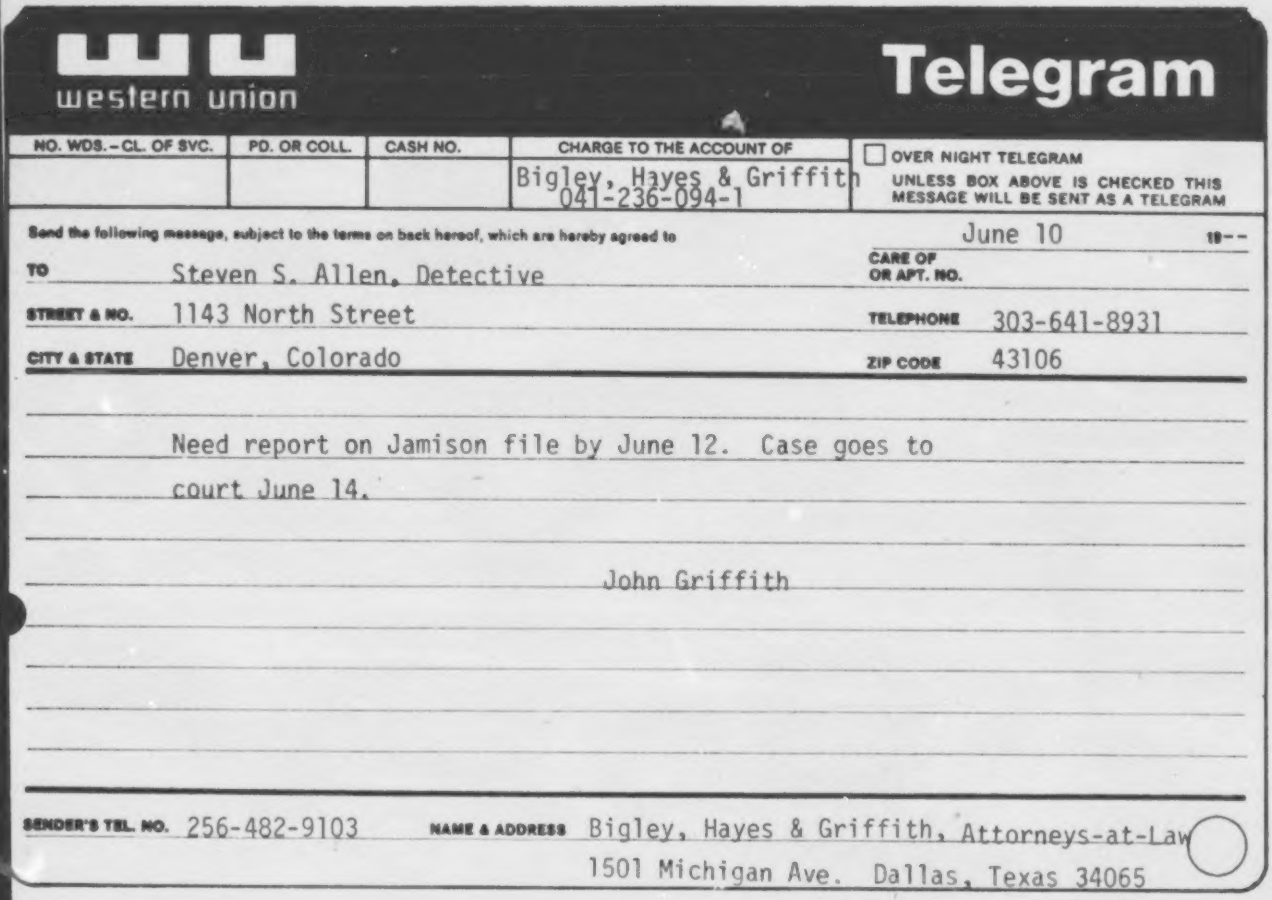
CITY & STATE

ZIP CODE

SENDER'S TEL. NO.

NAME & ADDRESS

Let's see how you did. Compare your telegram to the one shown below.



western union

Telegram

NO. WDS.-CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	☐ OVER NIGHT TELEGRAM
			Bigley, Hayes & Griffith 041-236-094-1	UNLESS BOX ABOVE IS CHECKED THIS MESSAGE WILL BE SENT AS A TELEGRAM

Send the following message, subject to the terms on back hereof, which are hereby agreed to

June 10 19--

TO Steven S. Allen, Detective

CARE OF OR APT. NO.

STREET & NO. 1143 North Street

TELEPHONE 303-641-8931

CITY & STATE Denver, Colorado

ZIP CODE 43106

Need report on Jamison file by June 12. Case goes to court June 14.

John Griffith

SENDER'S TEL. NO. 256-482-9103

NAME & ADDRESS Bigley, Hayes & Griffith, Attorneys-at-Law
1501 Michigan Ave. Dallas, Texas 34065

Now that you have prepared a telegram, would you like to know how the words are counted for the cost of the telegram?

Turn the page and let's go.

FIGURING CHARGEABLE WORDS

Below you will find rules listed on how to count chargeable words in domestic telegrams.

1) One address is free. The telephone number and the business title of the addressee may also be used without charge.

2) One signature is free. A title, name of department, or name of firm may also be added without charge. The address of the sender should not be used after the signature since it is carried without charge in the date line of the delivered telegram.

3) Punctuation marks. Periods (or decimal points), commas, colons, semicolons, dashes, hyphens, parentheses, question marks, quotation marks and apostrophes are not counted nor are they charged. Words used in place of punctuation marks; such as, quote instead of " are counted as one word each.

4) Paragraphs are not charged.

5) Proper names are counted according to the number of words and initials they contain. A space between words or initials determines the word count. For example: Jerry B. Jones would be counted as 3 words, but J.B. Jones would be counted as two.

6) Dictionary words are counted as one word each. Combinations of two or more dictionary words are counted according to the number of words of which they are composed.

7) Abbreviations are counted at the rate of one word for each 5 letters or less. NAACP would be counted as one word, but JOPHER would be counted as 2 words.

8) Numbers and symbols should not be written as words, except for the symbols ¢ (cents) and @ (at). Numbers or numbers mixed with letters count at the rate of 5 characters or less to the word. The following symbols count as one character each: dollar sign ($), slash (/), ampersand (&), single quotation indicating feet or minutes ('), and double quotation marks indicating inches or seconds ("). The percent sign, though, is sent as o/o and counts as 3 characters.

Example:	#641532	(7 characters)	2 words
	$14.10	(5 characters)	1 word (Remember--the decimal point is not counted)
	TB104	(5 characters)	1 word

Now that you have read the rules, let's see what you can do.

Remember the telegram you did? Count the words in the message:

Need report on Jamison file by June 12. Case goes to court June 14.

How many words did you get?? Fourteen. Good!!

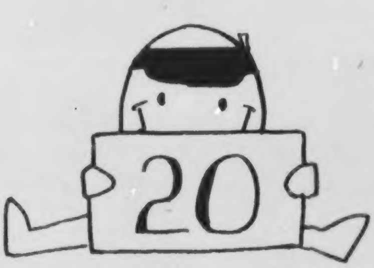
That was easy. Let's try another one.

> Send file #21064A to J.B. Adams of United
>
> Steel. A check for $1,809.12 is being
>
> sent special delivery.

How many words did you get??

Oh, my it looks like Peep is having trouble--

Wait a minute, I think he's got it.



How about figuring one final problem on the next page.

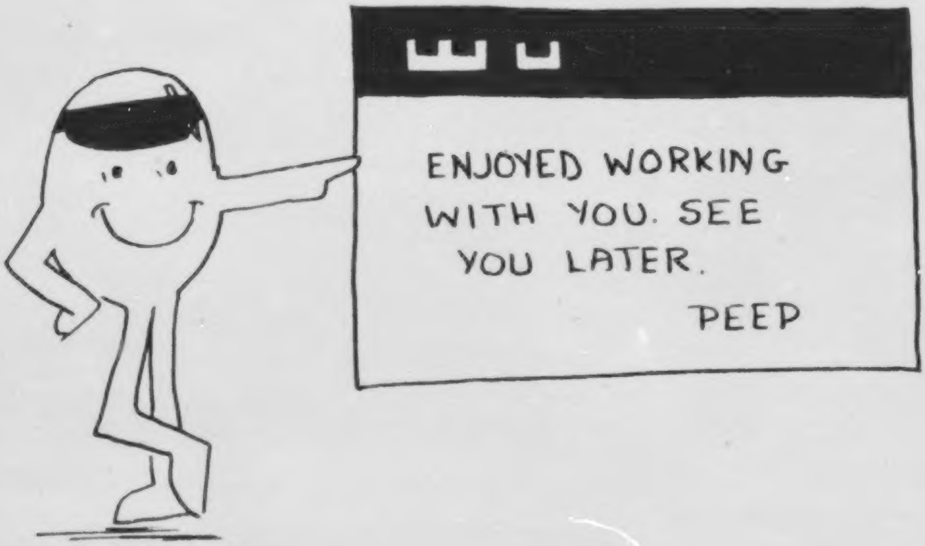
Here is the message:

> Specifications for the following were sent to you at 8:30 a.m., June 14, by UPI: 1040A, 112816315HB, 16489C, 784D.
>
> If you need further specifications, let me know. Our representative, John P. McGraw, will be in St. Louis on Monday, June 21.

If you want, you may write on this sheet of paper. It may help you if you write the number of chargeable words above each of the words or figures to aid you in your counting.

You will find the answer and the way the words were counted at the top of the next page.

Hope you have enjoyed your work in this packet!!!



The answer is 44.

Specifications for the following were sent
to you at 8:30 a.m., June 14, by UPI: 1040A,
3 2
112816315HB, 16489C, 784D. (22)

If you need further specifications, let me
know. Our representative, John P. McGraw,
will be in St. Louis on Monday, June 21. (22)

AFTER YOU CHECK YOUR ANSWER AND SEE HOW IT WAS FIGURED, TURN THE PAGE AND DO THE ATTITUDE SHEET. WHEN YOU FINISH, TURN IT INTO YOUR TEACHER.

Name ____________________

Occupational Cluster & Number Business & Office XXXV

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Writing out telegram					
2. Deciding on what kind of telegram to send					
3. Counting number of words in telegram					
4.					
5.					
6.					
7.					
8.					
9.					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ____________________

____

____

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business and Office Occupations

OCCUPATIONAL FAMILY: Typing and Related Occupations; Mail Clerk, Stenographer, Secretary*

*Representative Job Titles with DOT Code

Mail Room Clerk	231.588
General Office Worker	219.388
Folder, Paper Goods	794.887
Mailing Supervisor	231.138

OCCUPATIONAL TASK: Folding business material to fit envelopes.

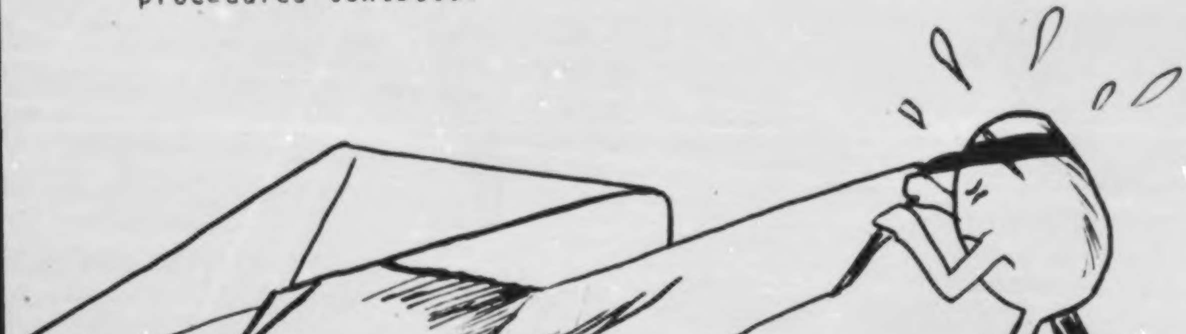
OCCUPATIONAL COMPETENCY: Folding letters to fit small, large and window envelopes.

LEARNING OBJECTIVES

After completing the learning activities in this packet the student will be able to correctly fold and insert printed matter into different size envelopes, and find out if this type work suits them.

SUGGESTED RESOURCES

Additional information concerning folding and stuffing envelopes may be found in any typing, office practice, or secretarial procedures textbook.



FOLDING BUSINESS MATERIAL

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   (Note: White sheets are reusable, and pink sheets are consumable.)

2. Gather necessary materials which will consist of:
   several sheets of ordinary typing paper
   5 small envelopes
   3 large envelopes
   3 large window envelopes

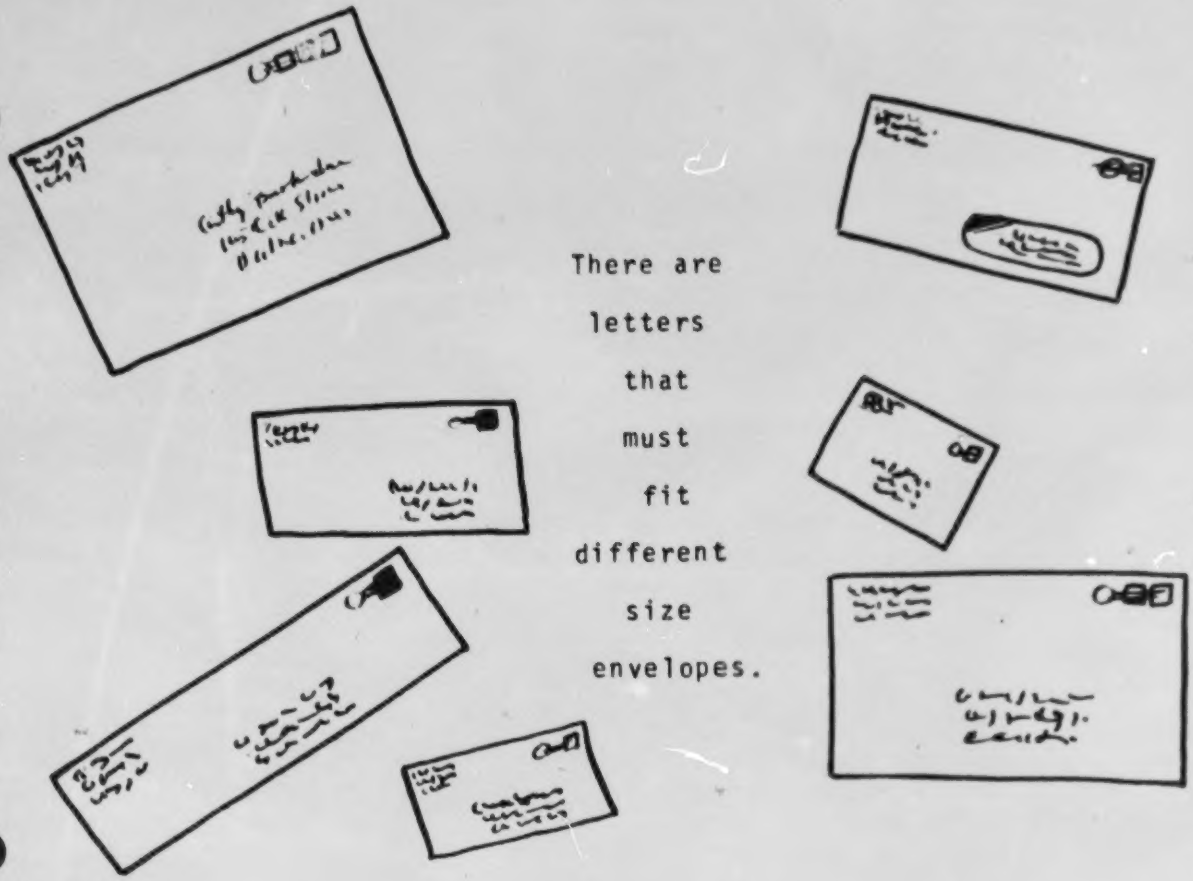
3. If you are unfamiliar with this activity you may want to read the introductory material in the student's packet.

EVALUATION PROCEDURES

Upon completion of the activities the student will hand you one small envelope, one large envelope and one window envelope with letters inserted. Check these letters carefully as you take them out of the envelope to make sure they have been properly folded and inserted. An attitude sheet will also be turned in which will help in determining if the student found this activity interesting and might enjoy a career which would involve this skill.

FOLDING LETTERS

After you have completed these activities you will be able to correctly fold and insert letters into different size envelopes and find out if this type of work suits you.



There are letters that must fit different size envelopes.

Handling the mail in even a small office can be a very big job. After letters, bills, statements, etc. have been typed and are ready to send to customers the job of folding each one and inserting it into an envelope, sealing the envelope, determining the amount of postage necessary and stamping each item must still be done.

In some firms each secretary seals (and sometimes stamps) the mail before forwarding it to the mailing department, which then stamps and mails it out. However, in some large business firms at certain times during the day, the outgoing mail of each department, including mail to be sent to other departments of the same concern, is collected by a mail clerk. (Material that is sent to the other departments is called interoffice mail.)

If a letter or other printed matter is to be mailed to a firm or an individual and the name does not appear on the printed matter, it will normally have an envelope that is addressed with the material to be mailed. If a letter is addressed in the usual business manner, the name of the firm or individual receiving it will be on the letter itself so an envelope can be addressed from this information, or the letter may be folded in such a manner that it will appear in a "window" in the envelope.

Many positions in an office require this skill. Special jobs such as mail clerk place this as an important skill but so does the job of stenographer or secretary. Letters or any printed material will not make a good impression on the receiver if it has been messed by sloppy handling.

Anyone responsible for this job must be neat and care for details. This is an important skill that is very seldom rewarded with "that's a good job".

Training necessary for a job requiring this skill would depend on the job itself. A mail clerk may receive on-the-job training while a secretary would need very special training in office procedures and clerical skills. Salaries would also depend on the job.

LEARNING ACTIVITIES

Folding of letters or printed material may be done by machine or by hand. When folding is done by hand, the manner of folding depends upon the size and type of envelope you are using.

Most business letters are typed on 8½ x 11-inch paper, and many circulars of advertising material are printed on this size paper. There is a correct method to fold this material which will make it fit properly and be easy to insert, as well as easy to remove and unfold.

FBLA MAILSERVICE

You are working for your FBLA Club. To help pay expenses of your trip to the State Convention this year, the club is offering a mailing service.

For a small fee the club members will collect, address, fold, stuff and stamp printed matter.

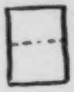
Most firms have envelopes with their name printed on them. The envelopes from different firms are different sizes and you must be able to correctly prepare the material regardless of the size of the envelope.

Miss Farnsworth, your FBLA sponsor, has prepared some 'dummy' letters to be folded and inserted into the different size envelopes for practice.

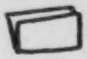
Take a sheet of typing paper and fold as you follow the instructions below.

To fit a small envelope if you are folding the usual 8½ x 11-inch sheet of paper you must:

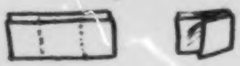
(a) Lay the sheet on a flat surface (front side up)



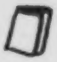
(b) Bring the lower edge to within one-quarter inch of the upper edge, and crease.



(c) Take the right side and bring the right edge toward the left not quite one-third of the way.

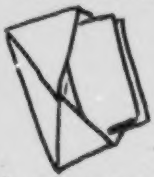


(d) Now bring the left edge to the right to about one-half inch from the last crease.



Did it turn out the way you think it should? Open it, reread the directions and make sure you did it just right.

To place this into an envelope correctly, you will have the last side you creased up and slip this side into the envelope first.



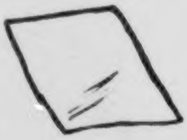
Easy!
Also, it's right!

Take a couple more sheets of notebook paper and fold them to be placed in a small envelope. Practice folding and inserting into the envelope until you not only know how to do it now, but will remember so you will be able to do it months from now.

That was the hard one. Now let's do the easy one.

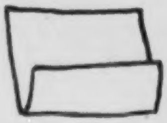
To fit a large envelope (again we're using the standard 8½ x11-inch paper) you must:

(a) Lay the sheet on a flat surface.

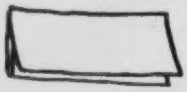


You are doing it as we go, aren't you?

(b) Fold the bottom edge toward the top edge, about 1/3 of the way up and crease.



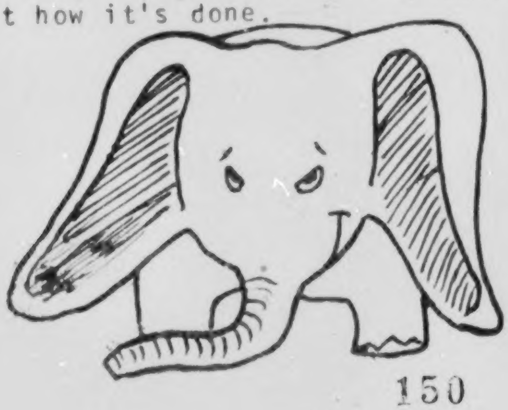
(c) Now bring the top edge down toward the first fold, and crease.



Now that was easy. I'm sure you got that one correct.

To insert the letter into the envelope, you put the side you creased last in the envelope first.

Try a few, enough to be sure you won't forget how it's done.



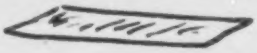
The 1st one you learned to fold was for a small envelope. The next one you worked on was to fit a large envelope.

Now we will use the large one again but this time with a "window" in it.

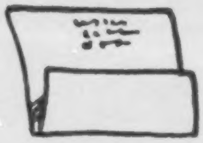
In order to save time and employee's time, many firms use "window" envelopes. The address on the letter shows through this window and saves retyping the address.

To fit a large window envelope (again we are using the standard size paper)

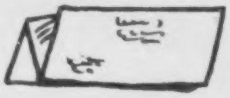
(a) Lay the sheet on a flat surface front side up.



(b) Bring the bottom edge of the letter to a point just below the inside address, and crease.



(c) Now turn the letter face down with the crease away from the body and fold back the top third, this will leave the inside address up.



To insert this into an envelope, you place it so the address shows through the window.

Practice a couple more.

Some of the club members just brought in some letters that need to be addressed, folded and inserted into envelopes.

Take the first letter (on page 6), fold it correctly and insert it into one of the small envelopes.

Take the second letter (on page 7), fold it correctly and insert it into one of the large envelopes.

Take the third letter (on page 8), fold it correctly and insert it into one of the large window envelopes.

When you complete these, fill in the attitude sheet at the back of this packet and hand it and the envelopes to your teacher for approval.

Remember many, many jobs will require this skill. Also you will need to know how to do this when you write personal letters. So don't forget how it's done.

April 30, 1972

Mrs. Colette Berman
11500 Thurston Circle
Los Angeles, CA 90049

Dear Mrs. Berman:

We recently updated your account but unfortunately another bill and collection letter were addressed before the transaction took effect.

We are sorry to have caused you, one of our valued customers, this inconvenience. Your understanding is appreciated.

Sincerely yours,

BULLOCKS, INC.

Barbara Simi
Customer Service

ct

April 30, 1972

Carl E. Hall, President
Rally Products, Inc.
4698 Calument Road
Milwaukee, WI 53217

Dear Mr. Hall

Thanks for sending us the cutaway carburetor. This carburetor has been very helpful in our sales demonstrations.

I understand that you have prepared a single-loop film on the carburetors that you manufacture for sports cars. Can you send us this film so that we can test it at our Divisional Sales Conference next month?

Sincerely yours

Peter Lumsdaine
Sales Manager

ct

April 30, 1972

Dr. Lloyd M. Powell, Superintendent
Columbia Public School System
1002 Range Line
Columbia, MO 65201

Dear Mr. Powell:

Congratulations on the passage of the bond issue that will permit you to build, equip, and staff a new senior high school.

The following booklets, which you requested, should be of real help in your planning:

Guide to Classroom Layout	Cronin
Equipping the Modern School	Stebbins
Selection of Business Machines	Marlow

After you have studied the booklets, may we have one of our representatives arrange an appointment to discuss ways in which we may be able to assist you in this new program? Simply fill in and return the enclosed card, and we'll do the rest.

Sincerely,

Donald K. Hawley, Jr.
Sales Manager

ct

Enclosure

Name ____________________

Occupational Cluster & Number BUSINESS AND OFFICE XXXVI

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading about the jobs requiring this skill					
2. Learning how to fold the different sizes					
3. Folding and inserting into envelopes.					
4.					
5.					
6.					
7.					
8.					
9.					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ____________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business and Office Occupations

OCCUPATIONAL FAMILY: Clerical Employment*

*Representative Job Titles with DOT Code

Mail clerk-clerical	231.588
Parcel Post Clerk	231.388
Post Office Clerk	232.368
Mailer	239.587

OCCUPATIONAL TASK: Wrapping a package for mailing

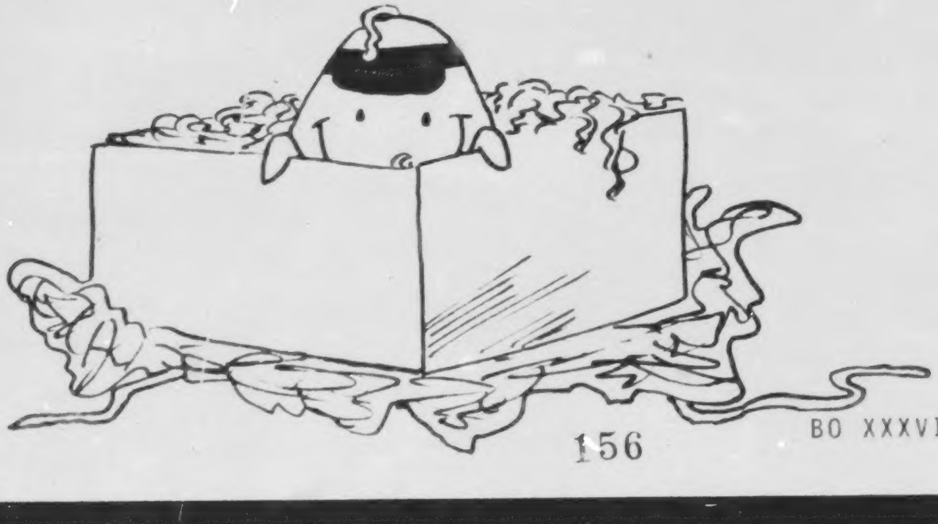
OCCUPATIONAL COMPETENCY: Wrapping a package suitable for mailing or shipping.

LEARNING OBJECTIVES

After completing the learning activities the student will be able to properly wrap and seal a package for either mailing or shipping by delivery truck, and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

Most clerical procedures textbooks will have additional information on this activity. The post office and Pitney-Bowes can also give you additional information if it is needed.



WRAPPING PACKAGES

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of:

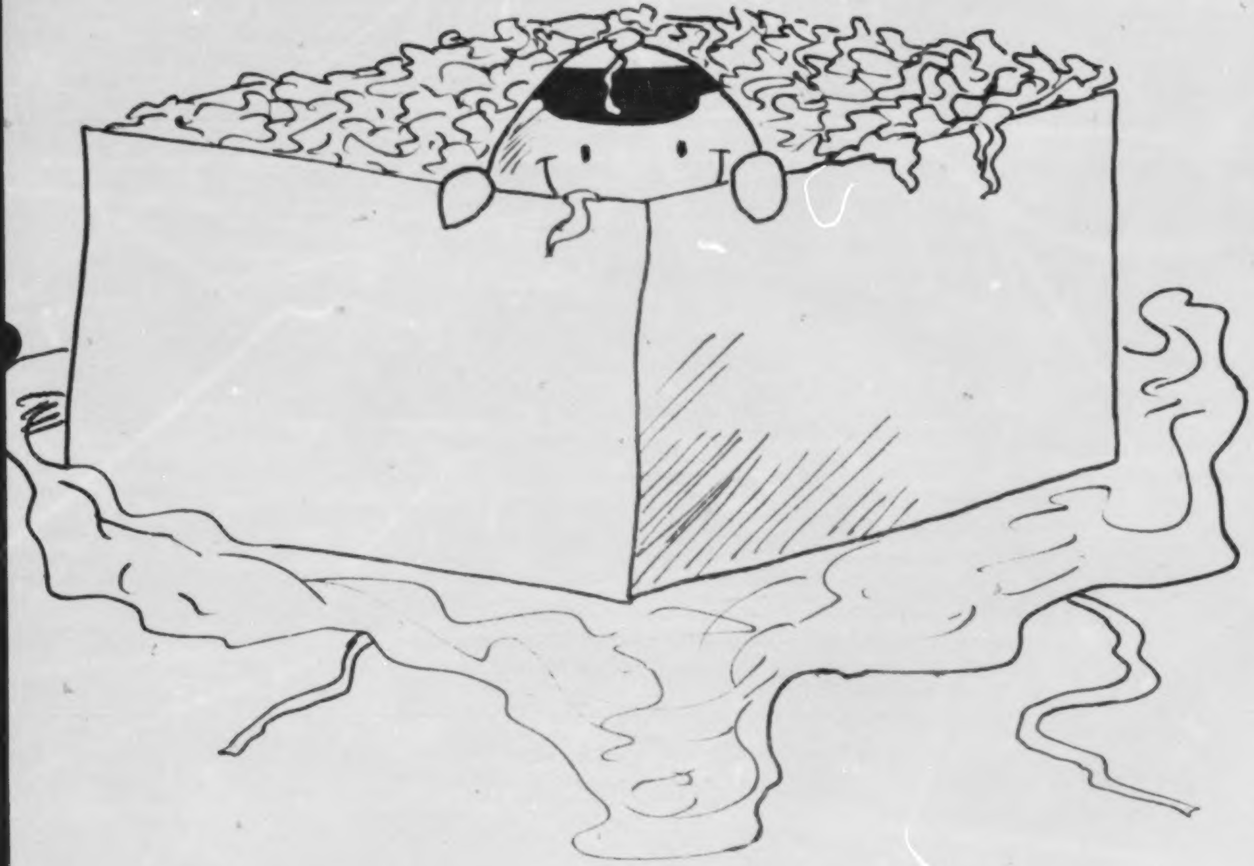
   An article or articles to be "mailed"
   A strong box that the article(s) will fit
   Heavy wrapping paper
   Strong twine and gummed tape
   Some type of cushioning material to pack around the article(s)

3. If you are unfamiliar with this activity you may want to read through the student's packet.

EVALUATION PROCEDURES

When the student completes this packet he/she will give you a wrapped package suitable for mailing. Check the outside very carefully to see that it would meet post office and delivery truck standards, then unwrap the package to make sure the contents have been packed to prevent damage. Also the student will have completed an attitude sheet which will be helpful in determining interest in a career which would involve this skill.

WRAPPING PACKAGES FOR MAILING

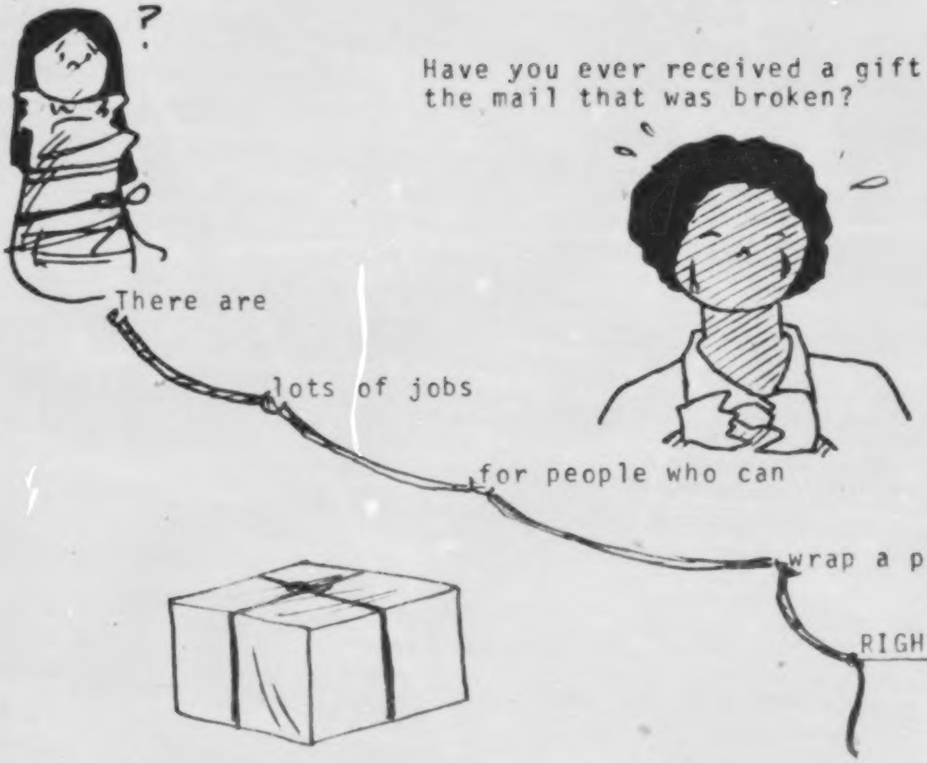


After you have completed the learning activities you will be able to properly wrap and seal a package for either mailing or shipment by delivery truck and have a chance to see if this type work suits you.

DB

Do you like to tie things up?

Have you ever received a gift in the mail that was broken?



There are lots of jobs for people who can wrap a package RIGHT!

Handling the mail in even a small office can be a very big job. There are letters, invoices (bills), checks and just all types of items that must be mailed. Many things can be placed in an envelope for mailing; other things are too big to fit an envelope or are the wrong size and shape to fit an envelope and must be wrapped for shipment or mailing.

The job of wrapping packages suitable for mailing may be the duty of a clerical worker or even a secretary in a small firm, but large businesses have special people for this work. The job of mail clerk in a large firm would include getting many different types of material ready for mailing or shipment by delivery truck.

Packages sent through the mail may receive rough handling in the post office and on delivery trucks. They must, therefore, be packed so that they will not become damaged by such treatment.

Anyone interested in this type work should be a neat and careful person. To do a good job you would have to be very careful of little details such as getting the packing material in snug enough to keep an article from breaking, but not too snug that it could damage the article; or be very careful when addressing packages: Mr. Jones getting Ms. Campbell's panty hose instead of a new garden hose could be very, very embarrassing.

Mail clerks in large shipping houses have steady work and receive average pay. Shipping clerks and stock clerks also are responsible for preparing packages for mailing. The pay is also about average.

Businesses will usually train an individual interested in this type of a job while on-the-job. This job is often a stepping stone to a better position if the worker is willing and capable.

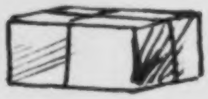
LEARNING ACTIVITIES

In the evening you help one of your neighbors get the mail-orders ready for the small appliance store he operates. Mr. Williams started his own service and repair business in his home a few years ago and now has a small store in which he sells appliances as well as offers service and repair work.

Mr. Williams orders parts for different model air conditioners, refrigerators, TV sets, etc. and uses them in his repair shop. Many times people wish to do their own repair work and ask to buy parts. When the person requesting the part cannot come to the shop to pick-up the part, Mr. Williams places it in the mail. It seems more and more people are learning to "do it yourself" and are ordering more and more parts.

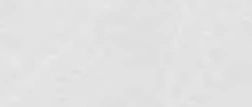
During the day Mr. Williams is busy waiting on customers and working in the repair shop, therefore, he leaves the mail orders until evening when he can lock the doors and have time to pack and wrap the items for shipment. This is when he needs your help.

You have reported for work and Mr. Williams is going over the important points with you about properly packing and wrapping packages for mailing or shipping.



Remember packages sent through the mail may receive rough handling in the post office and on delivery trucks. They must be packed so that they will not become damaged by such treatment.

Articles may be wrapped in heavy wrapping paper or placed in strong boxes. Most of the items you will be packing will have to be placed in boxes.

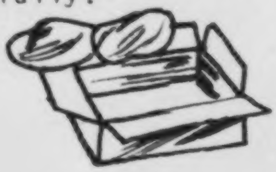


Packages wrapped with paper should be packed tightly and wrapped securely. The wrapping paper may be sealed with gummed tape, or you may tie it with a strong twine. Be sure the wrapping paper is smoothed out so there are no hollow places after the package is sealed or tied.

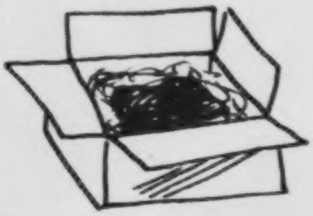
The post office recommends that you use a strong, solid, or corrugated fiberboard box for packaging items for mailing.

Some of the items you will be mailing are breakable so you must be careful to pack them very carefully.

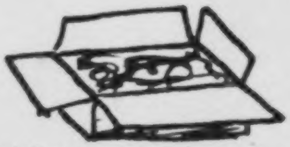
You will be using a good strong box to place your items in, but if there is more than one item you should wrap each one separate. (You don't want them banging against each other.)



1st you should place some cushioning material in the bottom of the carton. This cushioning material can be straw or a similiar material, it could be shredded paper or foam material of some sort, but it must be able to keep the items from hitting against each other and be able to absorb the beating the carton will be taking.



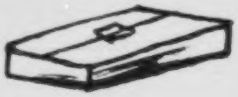
Place the items in the center of the carton and pack this material around and over the top.



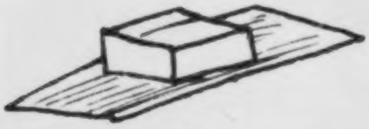
FRAGILE

If the items are breakable, remember to mark *Fragile* on the outside of the carton after it is wrapped.

Close the box securely with tape.



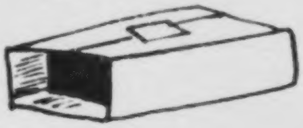
Now we are ready to start wrapping.

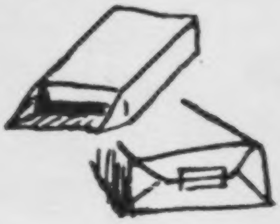


Be sure your paper is large enough to cover the box and fold into place.

Place the box on the center of the heavy wrapping paper.

Wrap the box lengthwise. Tape may be used to hold the paper in place.

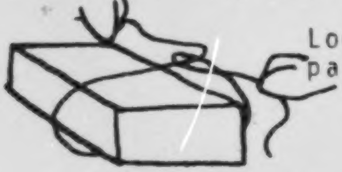




Next tuck in the ends making neat folds at the corners.

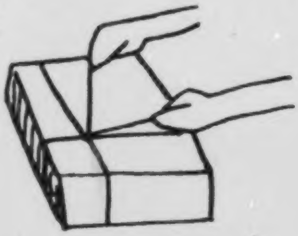
Fold the corners in neatly and secure with tape.

Make sure at this point that your box is snug and neat looking. It should be completely covered and protected.



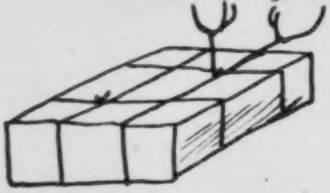
Loop a strong cord around the end of the parcel--then lengthwise.

Pull tight and knot.



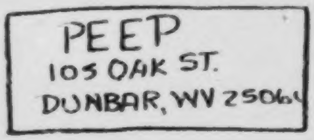
On the other end, loop the cord around the end of the parcel--then lengthwise.

Pull tight and knot.



Now take a piece of cord and tie a knot at each intersection (where the cords cross).

Next you would address your package. Usually printed labels are used in business. This label would have the return address printed on it and all you would need to do is to write or type the name of the person you are sending it to.



PEEP
105 OAK ST.
DUNBAR, WV 25064

Now let's recheck:

You must pack so items will not become damaged in shipment.

Use good strong boxes or heavy wrapping paper.

Be sure the cushioning material is all around the item.

Each item (if more than one) should be wrapped separate before placed in the cushioning material.

Seal the box before starting to wrap it.

Use paper large enough to cover the package, otherwise you will have to piece it.

Place the box on the paper.

Wrap lengthwise -- then tuck in corners. Snug & neat.

Tape, then tie securely.

Well, that's all you need to know. Let's get busy and wrap one.

See Peep is already starting on his.

Poor Peep, sometimes he does have a time getting things just right.

Get the necessary materials from your teacher. After you finish packing and wrapping the item, take the finished package to your teacher for inspection. (By the way, she/he will probably open it to check the packing inside.)

Also please complete the attitude sheet at the back and hand it to your teacher.

Name ______________________________

Occupational Cluster & Number BUSINESS AND OFFICE XXXVII

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading about the careers.					
2. Learning the right way to wrap packages					
3. Really wrapping the package.					
4.					
5.					
6.					
7.					
8.					
9.					
	Yes	No			
10. Are you now aware of jobs using these skills or activities?					
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ______________________________

____

____

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business and Office Occupations

OCCUPATIONAL FAMILY: Stenographic, Secretarial, and Clerical Occupations*

*Representative Job Titles with DOT Code

Post office clerk	232.368
Mail room supervisor	231.138
Secretary	201.368
General Office	219.388
Office Manager	169.168

OCCUPATIONAL TASK: Figuring amount of postage

OCCUPATIONAL COMPETENCY: The computing of correct postage on both first class mail and parcel post.

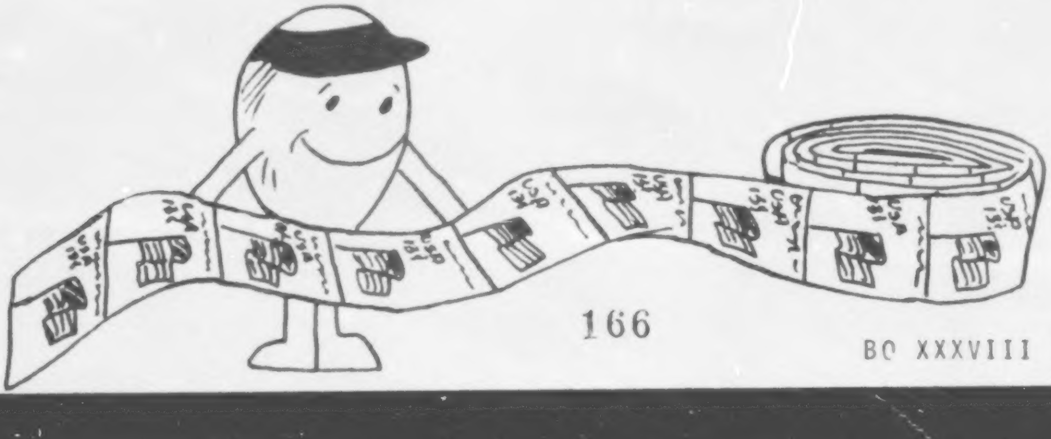
LEARNING OBJECTIVES

After completing the learning activities the student will be able to correctly compute the amount of postage necessary on a letter sent as first class mail and on a package being sent as parcel post, and find out if this type of work suits and interests them.

SUGGESTED RESOURCES

Most clerical procedures textbooks will have additional information on this activity, but for up to date rates you should check with your local post office or the Pitney-Bowes firm. Rates shown in this packet were current in July 1976.

We greatly appreciate the Pitney-Bowes Corporation allowing us to reproduce portions of their postal rates and information chart.



FIGURING AMOUNT OF POSTAGE

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which may consist of only this packet and pencil. It would be of benefit if you would prepare several envelopes (different sizes and with different weight materials inside) and a couple packages of different weights, addressed to different parts of the country. If these items are available, then a postal scale would also be necessary. These extra materials will give the student a true feeling of how the scales work and actual experience reading the postal charts.

3. If you are unfamiliar with this activity, you may wish to read the student's packet.

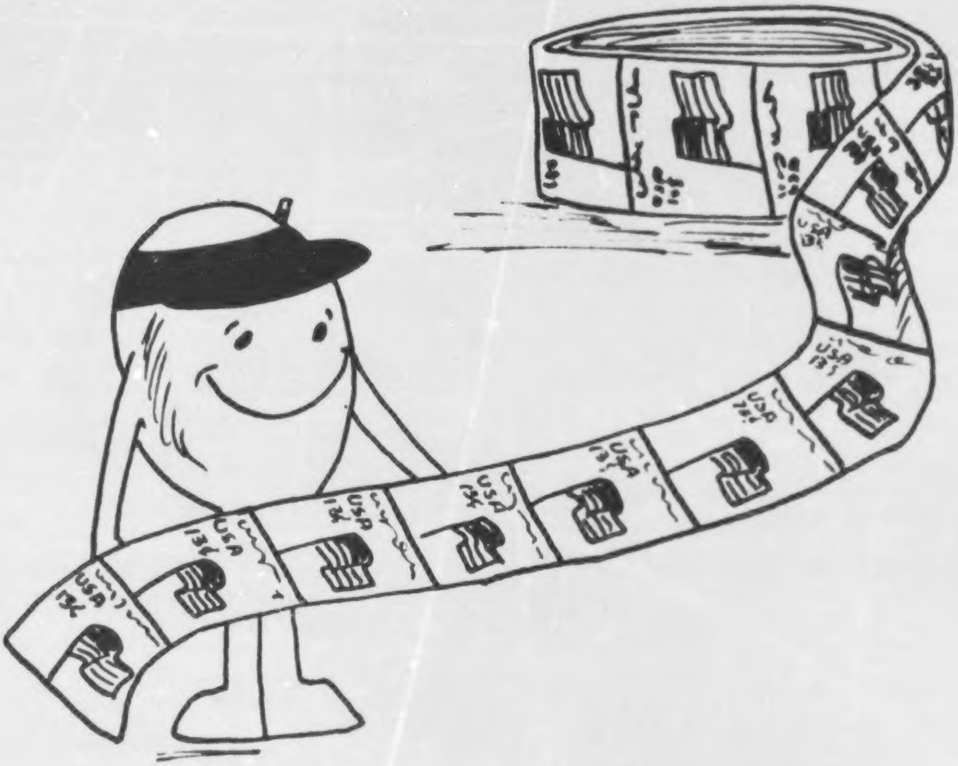
EVALUATION PROCEDURES

When the student has completed the activities in this packet he/she will hand you a weight and postage sheet. The key to this sheet appears below. If the stuffed envelopes and package were available, the student should demonstrate how to weigh and determine postage on these items. An attitude sheet will be completed which will help determine the student's interest in a career that would involve this skill.

Parcel post	First Class
(a) $ .97	(a) $ .13
(b) 3.04	(b) .13
(c) 6.46	(c) .35
(d) .86	(d) .79
(e) 3.16	
(f) 2.83	

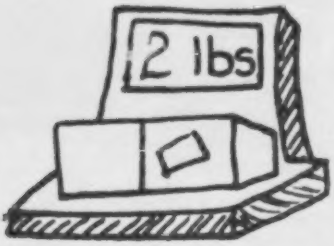
FIGURING AMOUNT OF POSTAGE

Packet #XXXVII
"Wrapping a Package"
would be a good one
to do before this one.



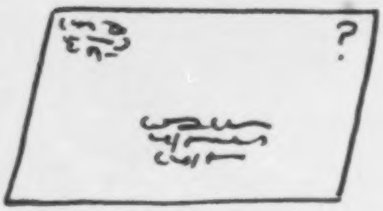
After completing the learning activities you will be able to correctly compute the amount of postage necessary on a letter sent first class mail and on a package being sent as parcel post, and have a chance to find out if this skill is of interest to you and if this type work would suit you.

DB



This package weighs only 2 pounds. I want to send it to California. How much?

How much postage must I put on this letter?



Oh, here comes the mailman. I do hope he has a letter for me.

Have you ever stopped to think of all the jobs involved in a single letter being written and delivered?

Someone must first compose (make-up) the letter. In an office this is usually done by dictating into a machine or directly to a secretary who takes it down in shorthand. Then someone must put it on paper; again, usually a secretary or stenographer will type the letter.

Next someone must prepare an envelope, fold the letter, place it in the envelope, seal the envelope, determine the amount of postage necessary and place it on the letter. Then--finally--the letter is ready to go in the mail. In a large firm this last job belongs to the mail clerk; in a smaller firm the secretary or a clerical worker would do this job.

Once this letter gets to the post office there are many, many people who are responsible for getting it to another post office. Today we have machines that help by reading the ZIP codes and sorting mail into different ZIP code areas. The postage must be checked to make sure the correct amount has been applied, or in fact that any has been applied. (Have you ever forgotten to put a stamp on a letter?) The letters are sorted so they can be sent in different directions, placed on trucks or planes and off they go.

Finally they are received in the city they are addressed to and again the sorting starts since mailmen are responsible for taking only certain areas. But--at last--it comes to your door.

There were enough jobs in just that very brief 'route of a letter' for you to pick from, but if you really would like to check on all the jobs available in a post office I am sure you would be very surprised. You could be a clerk, a truck driver, a mail carrier, a postal inspector, and many, many other people I am sure you could name.

Once the letter is received, it may require many other people handling it. If it's an order, then the sales department would take over; if it was a check, then the accounting department would take over; and we could go on and on.

We are interested right now in the person who is responsible for placing the correct postage on any item placed in the mail. This item could be a letter or it could be a package. The person holding this position must be very accurate since letters or packages not having enough postage are slowed on their way to be delivered. First of all it must be determined the amount is wrong, then the amount must be collected when the item is delivered. If on the other hand too much postage is placed on an item, this is money wasted.

This job would require working inside, and possibly even alone. Working conditions would be pleasant; there would be times that you would have to work under pressure when the rush came in, but even in rush time you would have to be exact.

Most employers would be willing to train an employee on the job, and there would be a chance for advancement in most firms since this would be a good job to 'get acquainted' with the firm.

LEARNING ACTIVITIES

If you did the packet before this one, you know you were working for Mr. Williams who owns a small appliance store and repair shop. In the last activity Mr. Williams was teaching you to wrap the parts that he often mails to his customers. (If you haven't done that one, you may enjoy it.)

Now that you are real good at wrapping packages--or at least better at it than Peep seems to be--you must learn how to figure how much postage to place on the package.

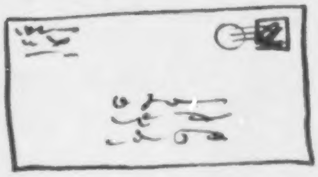
Also Mr. Williams sends his customers invoices (bills) for the items he ships. This requires mailing a first-class letter, so you should also be able to figure the postage on these.

First class mail includes all letters and other written items that are sealed.

Sealed--you mean just because they can't read my letters they charge me more?

Any letter that weights up to 13 ounces will cost you 13¢ for the first ounce, and for every other ounce it will cost 11¢.

You want to mail a letter that weighs 5 ounces. How much postage should you put on it.



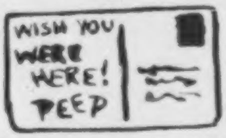
1st ounce	13¢	
2nd ounce	11¢	
3rd ounce	11¢	
4th ounce	11¢	
5th ounce	11¢	
	57¢	First class.

To determine how much a letter weighs, all you have to do is weigh it.

No, No, Peep, not on the bathroom scales.
You must use a postal scale that weighs ounces.

Sometimes Mr. Williams has to mail postal cards just to tell the customer the part is on its way, or to say he doesn't have the part in at the moment but he will send it just as soon as it is received.

The postal card
only costs 9¢.



It doesn't make any difference where the letter is being sent, the cost is the same if it is being sent first-class.

See if you can figure a few:

The letter weighs: 4 oz. ___ Postage

10 oz. ___ Postage

1 oz. ___ Postage

6 oz. ___ Postage

If there are any envelopes available that have been stuffed as if to be mailed, and if a postal scale is available, try weighing these and determining how much postage would be necessary.

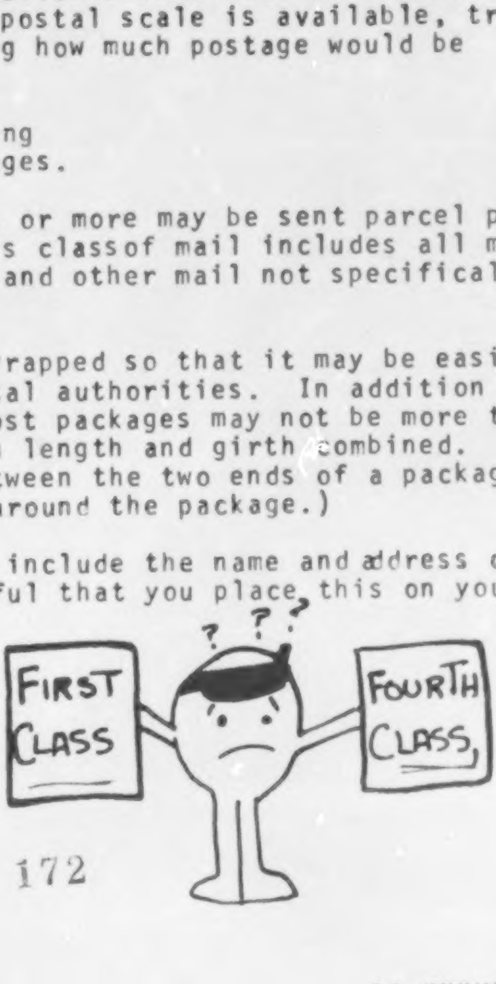
Now let's try working
with packages.

Packages that weigh 16 ounces or more may be sent parcel post or by fourth-class mail. This classof mail includes all merchandise, books, printed matter, and other mail not specifically listed as other classes.

Fourth-class matter must be wrapped so that it may be easily opened for inspection by postal authorities. In addition to weight limitations, parcel-post packages may not be more than a certain number of inches in length and girth combined. (This means the longest measure between the two ends of a package plus the measure completely around the package.)

Since fourth-class mail MUST include the name and address of the sender, you must be careful that you place this on your package.

When we worked with letters (1st-class mail) we could send a letter any where for the same amount. BUT it makes a difference with 4th-class mail.

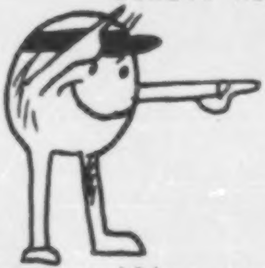


What it costs to mail a package by parcel post depends on the weight of the package

as well as

the parcel post zone to which it is to be sent.

ZONE?? Hey, Peep. What's a zone?



The number of miles between the local area (where you are) and the place to which the package is being sent determines the parcel-post zone.

If you are mailing a package locally it will cost you less than if you are mailing to someone 300 miles away.

Check the chart on the next page to determine how much this would cost if the package weighed 15 pounds, and 300 miles away would place it in zone 3.

$2.04 -- good.

What if the package weighed 25 pounds and 9 ounces?

Look at the top of the first column. "Weight, 1 pound and not to exceed -- pounds."

This would come under not to exceed 26 pounds--to zone 3--$2.97.

If the weight is over the amount of pounds even by an ounce, you go to the next amount of pounds. So if you had a parcel 1 pound and 1 ounce, you would use the 2 pound line.

If the package weighed 8 pounds 3 ounces to zone 5, the rate would be----

$1.78?

Oh that's the wrong zone.--All right! It's $2.10. Thanks for correcting us.

Do a couple more.
20 pounds to zone 2.
13 pounds 4 ounces to zone 3.

Please turn to page 8.

Postal

Rates

Surface Parcel Post Rates:

Note: Any fraction of a pound over the weight shown takes the next higher rate.
Written matter may be included at extra cost.**

Weight, 1 pound and not to exceed	Local Zone	1-2	3	4	5	6	7	8
		Third Class rates apply up to but not including one pound						
2	$0.77	$0.90	$0.93	$1.04	$1.15	$1.28	$1.40	$1.48
3	.82	.97	1.02	1.15	1.29	1.46	1.62	1.74
4	.86	1.04	1.10	1.25	1.42	1.63	1.84	2.00
5	.91	1.11	1.19	1.36	1.56	1.81	2.06	2.26
6	.95	1.18	1.27	1.46	1.69	1.98	2.28	2.52
7	1.00	1.25	1.36	1.57	1.83	2.16	2.50	2.78
8	1.04	1.32	1.44	1.67	1.96	2.33	2.72	3.04
9	1.09	1.39	1.53	1.78	2.10	2.51	2.94	3.30
10	1.13	1.46	1.61	1.88	2.23	2.68	3.16	3.56
11	1.18	1.53	1.70	1.99	2.37	2.86	3.38	3.82
12	1.22	1.60	1.78	2.09	2.50	3.03	3.60	4.08
13	1.27	1.67	1.87	2.20	2.64	3.21	3.82	4.34
14	1.31	1.74	1.95	2.30	2.77	3.38	4.04	4.60
15	1.36	1.81	2.04	2.41	2.91	3.56	4.26	4.86
16	1.40	1.88	2.12	2.51	3.04	3.73	4.48	5.12
17	1.45	1.95	2.21	2.62	3.18	3.91	4.70	5.38
18	1.49	2.02	2.29	2.72	3.31	4.08	4.92	5.64
19	1.54	2.09	2.38	2.83	3.45	4.26	5.14	5.90
20	1.58	2.16	2.46	2.93	3.58	4.43	5.36	6.16
21	1.63	2.23	2.55	3.04	3.72	4.61	5.58	6.42
22	1.67	2.30	2.63	3.14	3.85	4.78	5.80	6.68
23	1.72	2.37	2.72	3.25	3.99	4.96	6.02	6.94
24	1.76	2.44	2.80	3.35	4.12	5.13	6.24	7.20
25	1.81	2.51	2.89	3.46	4.26	5.31	6.46	7.46
26	1.85	2.58	2.97	3.56	4.39	5.48	6.68	7.72
27	1.90	2.65	3.06	3.67	4.53	5.66	6.90	7.98
28	1.94	2.72	3.14	3.77	4.66	5.83	7.12	8.24
29	1.99	2.79	3.23	3.88	4.80	6.01	7.34	8.50
30	2.03	2.86	3.31	3.98	4.93	6.18	7.56	8.76
31	2.08	2.93	3.40	4.09	5.07	6.36	7.78	9.02
32	2.12	3.00	3.48	4.19	5.20	6.53	8.00	9.28
33	2.17	3.07	3.57	4.30	5.34	6.71	8.22	9.54
34	2.21	3.14	3.65	4.40	4.57	6.88	8.44	9.80
35	2.26	3.21	3.74	4.51	5.61	7.06	8.66	10.06
36	2.30	3.28	3.82	4.61	5.74	7.23	8.88	10.32
37	2.35	3.35	3.91	4.72	5.88	7.41	9.10	10.58
38	2.39	3.42	3.99	4.82	6.01	7.58	9.32	10.84
39	2.44	3.49	4.08	4.93	6.15	7.76	9.54	11.10
40	2.48	3.56	4.16	5.03	6.28	7.93	9.76	11.36
41	2.53	3.63	4.25	5.14	6.42	8.11	9.98	11.62
42	2.57	3.70	4.33	5.24	6.55	8.28	10.20	11.88
43	2.62	3.77	4.42	5.35	6.69	8.46	10.42	12.14
44	2.66	3.84	4.50	5.45	6.82	8.63	10.64	12.40
45	2.71	3.91	4.59	5.56	6.96	8.81	10.86	12.66
46	2.75	3.98	4.67	5.66	7.09	8.98	11.08	12.92
47	2.80	4.05	4.76	5.77	7.23	9.16	11.30	13.18
48	2.84	4.12	4.84	5.87	7.36	9.33	11.52	13.44
49	2.89	4.19	4.93	5.98	7.50	9.51	11.74	13.70
50	2.93	4.26	5.01	6.08	7.63	9.68	11.96	13.96
51	2.98	4.33	5.10	6.19	7.77	9.86	12.18	14.22
52	3.02	4.40	5.18	6.29	7.90	10.03	12.40	14.48
53	3.07	4.47	5.27	6.40	8.04	10.21	12.62	14.74
54	3.11	4.54	5.35	6.50	8.17	10.38	12.84	15.00
55	3.16	4.61	5.44	6.61	8.31	10.56	13.06	15.26
56	3.20	4.68	5.52	6.71	8.44	10.73	13.28	15.52
57	3.25	4.75	5.61	6.82	8.58	10.91	13.50	15.78
58	3.29	4.82	5.69	6.92	8.71	11.08	13.72	16.04
59	3.34	4.89	5.78	7.03	8.85	11.26	13.94	16.30
60	3.38	4.96	5.86	7.13	8.98	11.43	14.16	16.56

POST OFFICE DEPARTMENT

OFFICIAL ZONE CHART

For Determining Zones From All Postal Units Having

ZIP Codes 25501–25799

This zone chart lists the first three digits (pretix) of the ZIP Codes of the sectional center facility of address.

To determine the zone distance to a particular post office, ascertain the ZIP Code of the post office towhich the parcel is addressed. The first three digits of that ZIP Code are included in this chart, and to the right thereof the zone.

Zip Code Prefixes	*Zone*	*Zip Code Prefixes*	*Zone*	*Zip Code Prefixes*	*Zone*	*Zip Code Prefixes*	*Zone*	*Zip Code Prefixes*	*Zone*	*Zip Code Prefixes*	*Zone*
006-009	7	217	3	300-304	4	433-436	3	580-582	5	790-797	6
010-013	4	218-219	4	305-307	3	437-439	2	583	6	798-799	7
014	5	220-232	3	308-324	4	440-449	3	584	5		
015-016	4	233-237	4	325	5	450-457	2	585-588	6	800-814	6
017-033	5	238-239	3	326	4	458-462	3	590-591	7	815	7
034	4	240-244	2	327-339	5	463-464	4	592-593	6	816-820	6
035-051	5	245	3	350-369	4	465-469	3	594-599	7	821	7
052-053	4	246-249	2	370-374	3	470	2			822-828	6
054-059	5	250-253	1	376	2	471-482	3	600-639	4	829-834	7
060-098	4	254	3	377-379	3	484-491	4	640-648	5	835	8
		255-256	1	380-384	4	492	3	650-658	4	836-837	7
100-128	4	257	1	385	3	493-499	4	660-676	5	838	8
129	5	258-266	2	386-394	4			677	6	840-865	7
130-146	4	267	3	395-396	5	500-505	5	678-692	5	870-871	6
147	3	268	2	397	4	506-507	4	693	6	873-874	7
148-149	4	270-278	3			508-516	5			875-878	6
150-153	3	279	4	400-402	3	520-539	4	700-714	5	879-880	7
154	2	280-283	3	403-410	2	540	5	716	4	881-884	6
155-168	3	284-285	4	411-412	1	541-544	4	717-719	5	890-893	7
169-171	4	286-293	3	413-418	2	545	5	720-726	4	894-897	8
172-174	3	294	4	420	4	546	4	727-767	5	898	7
175-199	4	295-297	3	421-424	3	547-548	5	768-769	6		
		298-299	4	425-426	2	549	4	770-778	5	900-978	8
200-215	3			427	3	550-575	5	779-788	6	979	7
216	4			430-432	2	576-577	6	789	5	980-999	8

The local zone rate applies to all parcels mailed at a post office or on its rural routes for delivery at that office or on its rural routes.

The following are wholly within the indicated zone:

Alabama	4	Delaware	4	Mariana Islands	8	Rhode Island	5
Alaska	8	District of Columbia	3	Marshall Islands	8	Samoa (American)	8
Arizona	7	Guam	8	Minnesota	5	Utah	7
California	8	Hawaii	8	New Jersey	4	Virgin Islands	7
Canal Zone	8	Illinois	4	Oklahoma	5	Wake Island	8
Canton Island	8	Louisiana	5	Puerto Rico	7	Washington	8
Caroline Islands	8	Maine	5				

May 1969

Zone Chart No. 255-257

You know how to use the parcel post rate chart but you still have to learn how to use the Official Zone Chart. This is what tells you which zone your package is being mailed to. (page #7)

Your official zone chart is probably different from this one. This chart is for post offices you would mail FROM that have a zip code of 25501 up to 25799. If your zip code does not fall in these numbers, then you should pick up a chart at your local post office.

Let's learn to use this one, because then you could use yours or any other one.

You know the post office has assigned numbers to different parts of the country for the purpose of mail. This is called a ZIP code, and the ZIP code number helps determine the zone for parcel post rates.

00931
32700
14894
0357
25064
67623
03521

You will be interested in only the first three numbers.

If you were mailing a package to someone whose ZIP code number is 62431 what zone would this be in?
Check the chart--(remember only the first three numbers) #624, this falls between 600 and 639, find this on the chart and you will see it is zone 4.

Another. Your package is going to ZIP code #24285. #242 is what we are interested in (those first three numbers). On the chart locate the numbers this would be in. It's 240 to 244 and the zone would be 2. Great!

One more. 03476. Look at the first three numbers--034. Now on the chart find this. Hey, this one is all by itself. 034--zone 4.

Let's try the whole thing now.

Your package weighs 7 pounds 5 ounces. It is addressed to Mr. John Smithers at St. Albans, West Virginia, zip 25177. It would cost you ___?___

First look at the zone chart--what zone is 251 in? Zone 1--good. Now go to the rate chart. 7 pounds 5 ounces to zone 1. $1.32. Get it?

Now the rest are yours. Peep is not going to help.

Be sure you check the bottom of the page on the zone chart. Some states fall into certain zones.

Compute the parcel post on these items.

(a) 3 pounds to a city 140 miles away, zip code #26001

(b) 15 pounds 3 ounces to a city 780 miles away, zip code #64244

(c) 24 pounds 10 ounces to a city 2000 miles away, zip code 83793

(d) 3 pounds 15 ounces to a local address

(e) 9 pounds 1 ounce to Puerto Rico

(f) 19 pounds to a city 550 miles away, zip code 10111

Compute the first class rate on these items.

(a) a 1/2 ounce letter to a local address

(b) a 1/2 ounce letter to California

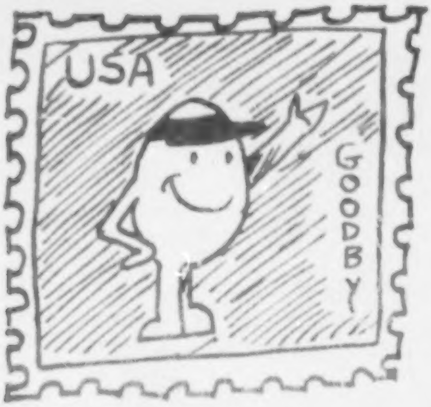
(c) a 3 ounce letter to Maine

(d) a 7 ounce letter to zip code 64209

If there are some letters or packages available, and you have a postal scale, weigh them and demonstrate to the teacher you can weigh a package and letter and determine the correct amount of postage.

Hand the above with postage marked to your teacher for approval.

Also complete the attached attitude sheet and give it to him/her along with this page.



Name ____________________

Occupational Cluster & Number BUSINESS AND OFFICE XXXVIII

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Learning about first class rates					
2. Learning about parcel post rates.					
3. Using the scales					
4. Figuring rates.					
5.					
6.					
7.					
8.					
9.					
	Yes	No			
10. Are you now aware of jobs using these skills or activities?					
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ____________________

____

____

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Secretarial; Typing and related*

*Representative Job Titles with DOT Code

Secretary	201.368
Typist	203.588
General Office Clerk	219.388
Receptionist	237.368

OCCUPATIONAL TASK: Using the ZIP Code Directory

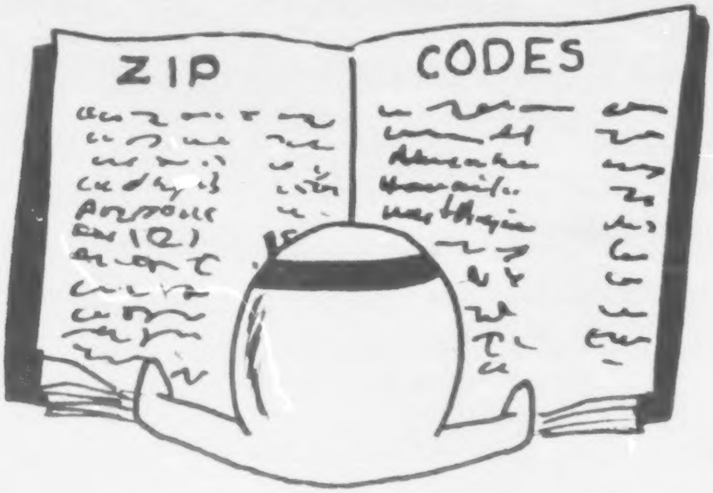
OCCUPATIONAL COMPETENCY: To learn about ZIP Codes and be able to use the ZIP Code Directory effectively.

LEARNING OBJECTIVES

Upon completion of the learning activities, the students will: know about ZIP Codes, be able to use the ZIP Code Directory, and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

For this packet you will need to have a ZIP Code Directory. If you wish additional information, you can consult any secretarial or office practice book.



USING THE ZIP CODE DIRECTORY

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable and pink sheets are consumable.

2. Gather necessary materials which will consist of: pen or pencil, paper, and a ZIP Code Directory.

3. If you wish additional information on this packet, you may want to read the introductory pages to the student's packet.

EVALUATION PROCEDURES

Upon completion of the activities, the student will turn in a list of names and addresses he or she has completed. An attitude sheet will also be turned in which will help in determining interest in a career involving this skill.

ANSWER KEY

Listed on the next page are the names and addresses the student has written. The only thing that needs to be checked is to see that the student has used the correct two-letter abbreviation for the states and the correct ZIP Code.

MAILING LIST

Mr. Henry Abbot
416 Leonard Avenue
Sun Valley, AZ 86025

Miss Mary Bond
336 Terrace Lane
New Stanton, PA 15672

Mrs. Helen Burke
416 Broad Street
Grand Junction, CO 81501

Mrs. Harvey Cummings
421 South Street
Glendale, TX 75843

Mrs. Janet Duffy
432 Country Road
Dresden, ME 04342

Mr. James Fairfield
318 Spring Street
Malibu, CA 90265

Mr. Paul Gray
316 Indian Road
Greenwich, CT 06830

Miss Jane Green
198 Howard Avenue
Miami Beach, FL 33100

Mr. Chester Jeffrey
361 Pine Street
Canton, SD 57013

Mrs. Ellen C. Jones
610 DeSoto Boulevard
Montgomery, AL 36100

Miss Jean Kline
31 Prescott Avenue
Harrisburg, NB 69345

Miss Diane Mann
414 Graham Street
Mount Vernon, OH 43050

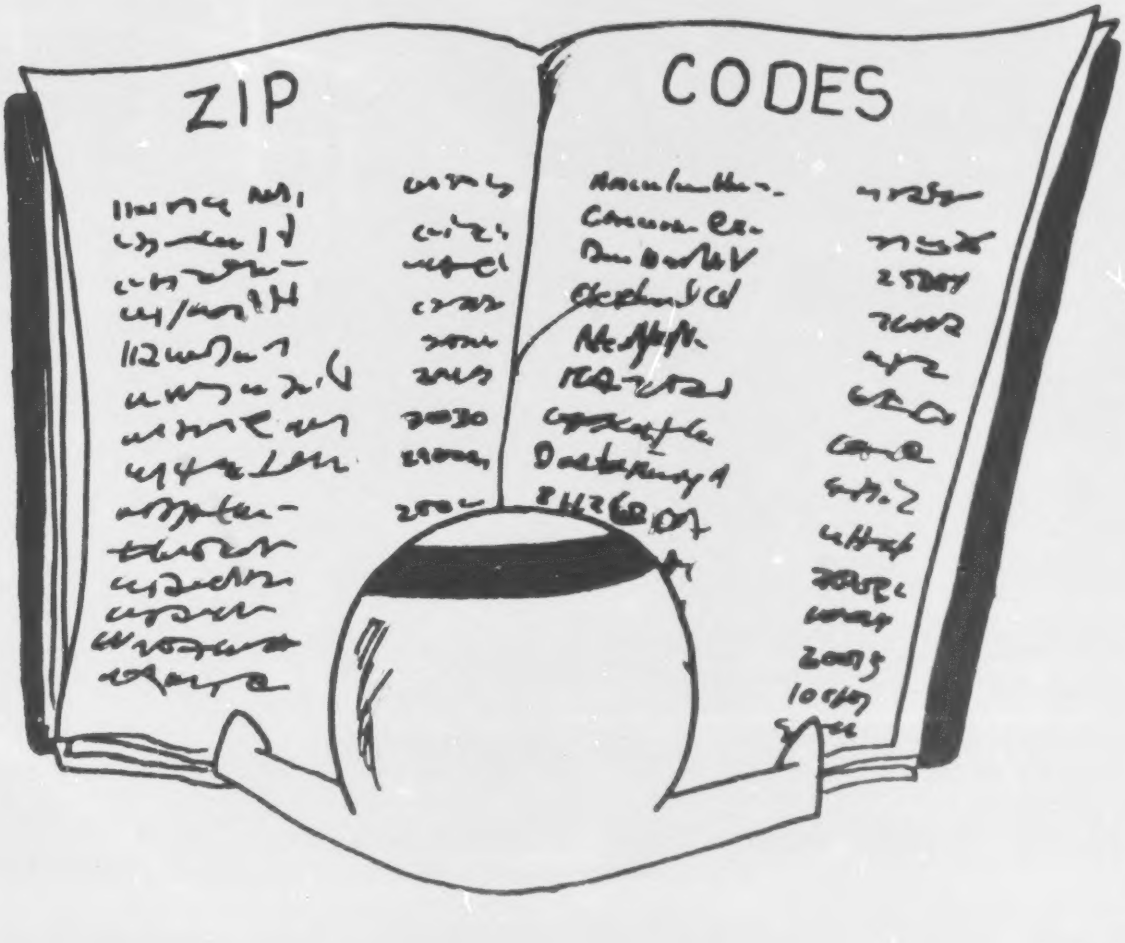
Mr. Fred Pace
80 North Clinton Street
Ontario, WI 54651

Mr. Matt Powell
46 Mill Street
Princeton, WV 24740

Mrs. Alice Smith
481 Harris Avenue
Dover, DE 19901

Mr. Lawrence Star
66 State Street
Arlington, IL 61312

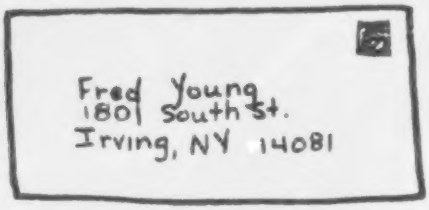
USING THE ZIP CODE DIRECTORY



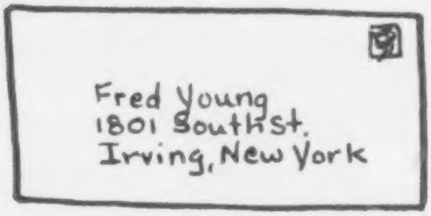
Upon completion of the learning activities, you will: know about ZIP Codes, be able to use the ZIP Code Directory, and have a chance to find out if this type of work suits you.

DB

Which one of these letters would arrive first??



or



Peep is trying to tell us something....

USE ZIP CODE

Whether you are working in an office or for your own personal use, you should know about ZIP Codes and be able to use the ZIP Code Directory. ZIP Codes are very important in helping mail to be delivered quickly and on time.

The United States Government Printing Office publishes a National ZIP Code Directory which lists the correct ZIP Codes for mailing addresses within the United States. The directory is not only helpful in locating ZIP Codes, but the directory can also be used to check the spelling of city and town names.

In this packet you will be working as a secretary in a publishing company. The responsibilities of this type of secretary might include such things as: typing promotional letters, answering the telephone, working with other people, planning meetings, scheduling appointments, greeting office callers, doing research, and keeping files.

The personal qualities and skills necessary for this type of career include: being pleasant and courteous with all people, being attractive in appearance and grooming, knowing about the workings of an office, the ability to take dictation and type accurately, and being able to talk and write intelligently.

Classes that would be helpful in this career include: typing, shorthand, business communications, and secretarial office practice.

LEARNING ACTIVITIES

In order to speed the delivery of the mail, the Post Office started the Zoning Improvement Program (ZIP) and introduced the ZIP Code. The five-digit ZIP Code not only speeds the delivery of mail but enables the post office to use automated equipment to reduce costs.

Do you know what the five-digit ZIP Code means? The first digit refers to one of ten geographical sections of the United States; the second and third digits refer to a particular city; and the last two digits represent the post office branch in the city. By using the ZIP Code on envelopes, a letter can be delivered to the correct city even if the city has been misspelled or cannot be read.

In January of 1967, all organizations that send out large quantities of mail were required to place ZIP Codes on all pieces of mail. Because of this, the secretary must be careful to include the ZIP Code on all outgoing envelopes and packages and to record the ZIP Code in her correspondence files and mailing lists.

The Post Office also developed a two-letter abbreviation for all states and territories to be used with ZIP Codes. These two-letter abbreviations make it more convenient for companies that use addressing machines. The two-letter abbreviations are not to be used without the ZIP Code.

Listed on the next page are the states with the old style abbreviation and the new two-letter abbreviations. If a secretary has a lot of envelopes to type, you can see how the two-letter abbreviation could save time and energy.

Turn now to the next page.

ZIP CODE ABBREVIATIONS

State	Old Style	New
Alaska	Alaska	AK
Alabama	Ala.	AL
Arizona	Ariz.	AZ
Arkansas	Ark.	AR
California	Calif.	CA
Canal Zone	C.A.	CZ
Colorado	Colo.	CO
Connecticut	Conn.	CT
Delaware	Del.	DE
District of Columbia	D.C.	DC
Florida	Fla.	FL
Georgia	Ga.	GA
Hawaii	Hawaii	HI
Idaho	Idaho	ID
Illinois	Ill.	IL
Indiana	Ind.	IN
Iowa	Iowa	IA
Kansas	Kans.	KS
Kentucky	Ky.	KY
Louisiana	La.	LA
Maine	Me.	ME
Maryland	Md.	MD
Massachusetts	Mass.	MA
Michigan	Mich.	MI
Minnesota	Minn.	MN
Mississippi	Miss.	MS
Missouri	Mo.	MO
Montana	Mont.	MT
Nebraska	Nebr.	NB
Nevada	Nev.	NV
New Hampshire	N.H.	NH
New Jersey	N.J.	NJ
New Mexico	N. Mex.	NM
New York	N.Y.	NY
North Carolina	N.C.	NC
North Dakota	N. Dak.	ND
Ohio	Ohio	OH
Oklahoma	Okla.	OK
Oregon	Ore.	OR
Pennsylvania	Pa.	PA
Puerto Rico	P.R.	PR
Rhode Island	R.I.	RI
South Carolina	S.C.	SC
South Dakota	S. Dak.	SD
Tennessee	Tenn.	TN
Texas	Tex.	TX
Utah	Utah	UT
Vermont	Vt.	VT
Virginia	Va.	VA
Virgin Islands	V.I.	VI
Washington	Wash.	WA
West Virginia	W. Va.	WV
Wisconsin	Wis.	WI
Wyoming	Wyo.	WY

When you looked at the two-letter abbreviations, did you notice that there are no periods or spaces used between the two letters. You will be using the preceding page in the activities you will be doing a little bit later.

Before assuming your job as a secretary in the Stevens Publishing Company, you need to have a ZIP Code Directory. If your teacher has not given you one, make sure that you ask for one before going on with the activities.

Now that you have the ZIP Code Directory, you are ready to start. If you look through the directory, you will see that the states are listed in alphabetical order with each city and zip code listed alphabetically under the state.

Your boss has given you the following names and addresses to be used as part of the mailing list for the spring catalog. The reason you have been given these names is because they do not contain the ZIP Codes which will be necessary before mailing the catalogs.

You are to rewrite the list on your own paper supplying the correct two-letter abbreviation for the states and the ZIP Code. Use the heading MAILING LIST about an inch from the top of the page and divide the names and addresses below into two columns.

Mr. Henry Abbot
416 Leonard Avenue
Sun Valley, Arizona

Miss Mary Bond
336 Terrace Lane
New Stanton, Pennsylvania

Mrs. Helen Burke
416 Broad Street
Grand Junction, Colorado

Mrs. Harvey Cummings
421 South Street
Glendale, Texas

Mrs. Janet Duffy
432 Country Road
Dresden, Maine

Mr. James Fairfield
318 Spring Street
Malibu, California

MAILING LIST

(continued on next page)

Mr. Paul Gray
316 Indian Road
Greenwich, Connecticut

Miss Jane Green
198 Howard Avenue
Miami Beach, Florida

Mr. Chester Jeffrey
361 Pine Street
Canton, South Dakota

Mrs. Ellen C. Jones
610 D Soto Boulevard
Montgomery, Alabama

Miss Jean Kline
31 Prescott Avenue
Harrisburg, Nebraska

Miss Diane Mann
414 Graham Street
Mount Vernon, Ohio

Mr. Fred Pace
80 North Clinton Street
Ontario, Wisconsin

Mr. Matt Powell
46 Mill Street
Princeton, West Virginia

Mrs. Alice Smith
481 Harris Avenue
Dover, Delaware

Mr. Lawrence Star
66 State Street
Arlington, Illinois

KEEP
WORKIN'

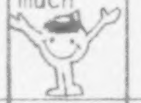
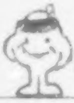
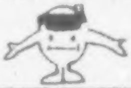
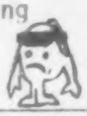
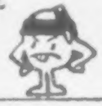
After you finish the list, do the attitude sheet at the end of the packet and turn it, along with the list, into your teacher.

Name ______________________________

Occupational Cluster & Number Business & Office XXXIX

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it 
1. Reading about ZIP Codes					
2. Using ZIP Code Directory					
3. Doing mailing list					
4.					
5.					
6.					
7.					
8.					
9.					
	Yes	No			
10. Are you now aware of jobs using these skills or activities?					
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ______________________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Stenographic & Secretarial Occupations*

*Representative Job Titles with DOT Code

Secretary	201.368
Travel Clerk	242.368
Office Manager	169.168
Executive Secretary	201.368
Sales Representative	252.158

OCCUPATIONAL TASK: Making out an itinerary

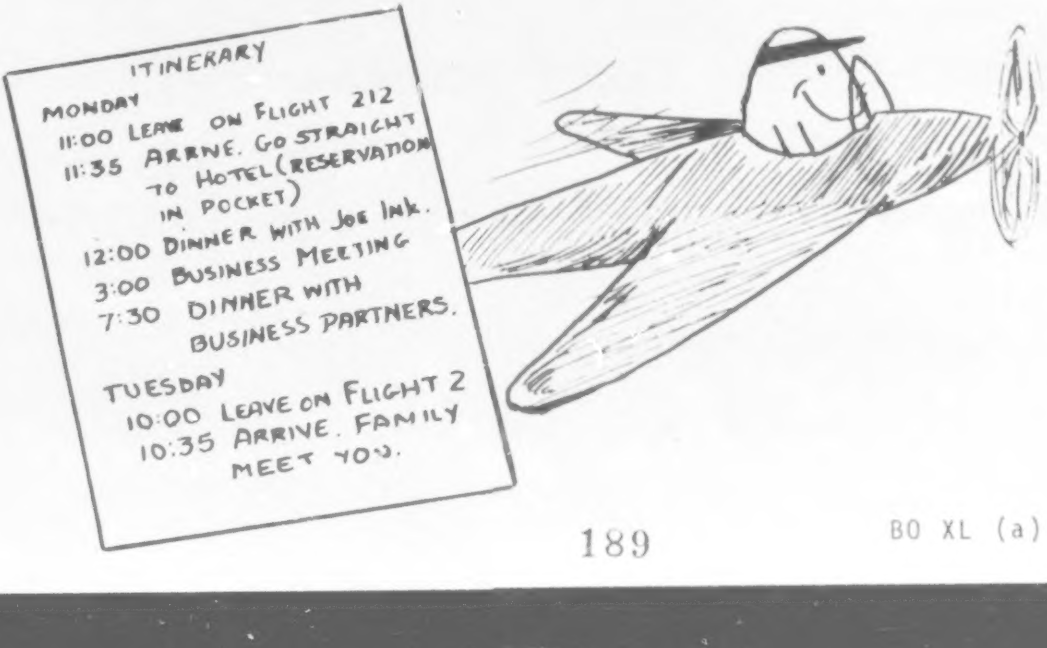
OCCUPATIONAL COMPETENCY: To prepare an itinerary for your employer and realize its importance.

LEARNING OBJECTIVES

Upon completion of the learning activities, the students will: know what an itinerary is and the importance of it, be able to prepare an itinerary and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained; but if you wish additional materials, you may consult any general business or secretarial or office practice book.



ITINERARY
MONDAY
11:00 LEAVE ON FLIGHT 212
11:35 ARRIVE. GO STRAIGHT TO HOTEL (RESERVATION IN POCKET)
12:00 DINNER WITH JOE INK.
3:00 BUSINESS MEETING
7:30 DINNER WITH BUSINESS PARTNERS.
TUESDAY
10:00 LEAVE ON FLIGHT 2
10:35 ARRIVE. FAMILY MEET YOU.

MAKING OUT AN ITINERARY

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of: pen or pencil and paper.

3. If you wish to read additional information on this subject, refer to the introductory pages of the student's packet.

EVALUATION PROCEDURES

Upon completion of the learning activities, the student will turn in an itinerary that he/she has done for your evaluation. An attitude sheet will also be turned in by the student which will help in determining interest in a career involving this skill.

ANSWER KEY

On the next page you will find an itinerary like the one that the student will turn in. The student's itinerary may be worded a little differently, but it should be basically the same.

MR. BOSS' ITINERARY
June 19-22, 19--
New York-Baltimore

WEDNESDAY-JUNE 19 (CHARLESTON TO NEW YORK)

7:30 a.m.	Leave Charleston Airport on United Flight 768.
9:58 a.m.	Arrive at Kennedy International. "Guaranteed-arrival" reservation at the Century Plaza Hotel (confirmation attached).
1:00 p.m.	Meeting with Mr. Joe Blake of United Steel to discuss new product. (Folder on product description and specifications in briefcase.)
7:30 p.m.	Dinner with Jim Carr at the Holiday Inn, 41 Park Avenue.

THURSDAY-JUNE 20 (NEW YORK TO BALTIMORE)

11:45 a.m.	Leave New York's Kennedy Airport on Eastern Flight 906 (tickets in Eastern envelope in briefcase).
12:35 p.m.	Arrive at Baltimore Airport. Take airport limousine to the Sheraton Hotel. "Guaranteed-arrival" reservation in briefcase.
4:30 p.m.	Interview John Mansfield for an accounting position at your hotel room. (Job application and specifications in briefcase.)
7:30 p.m.	Dinner with sister and family at her home, 10 Freemont Drive.

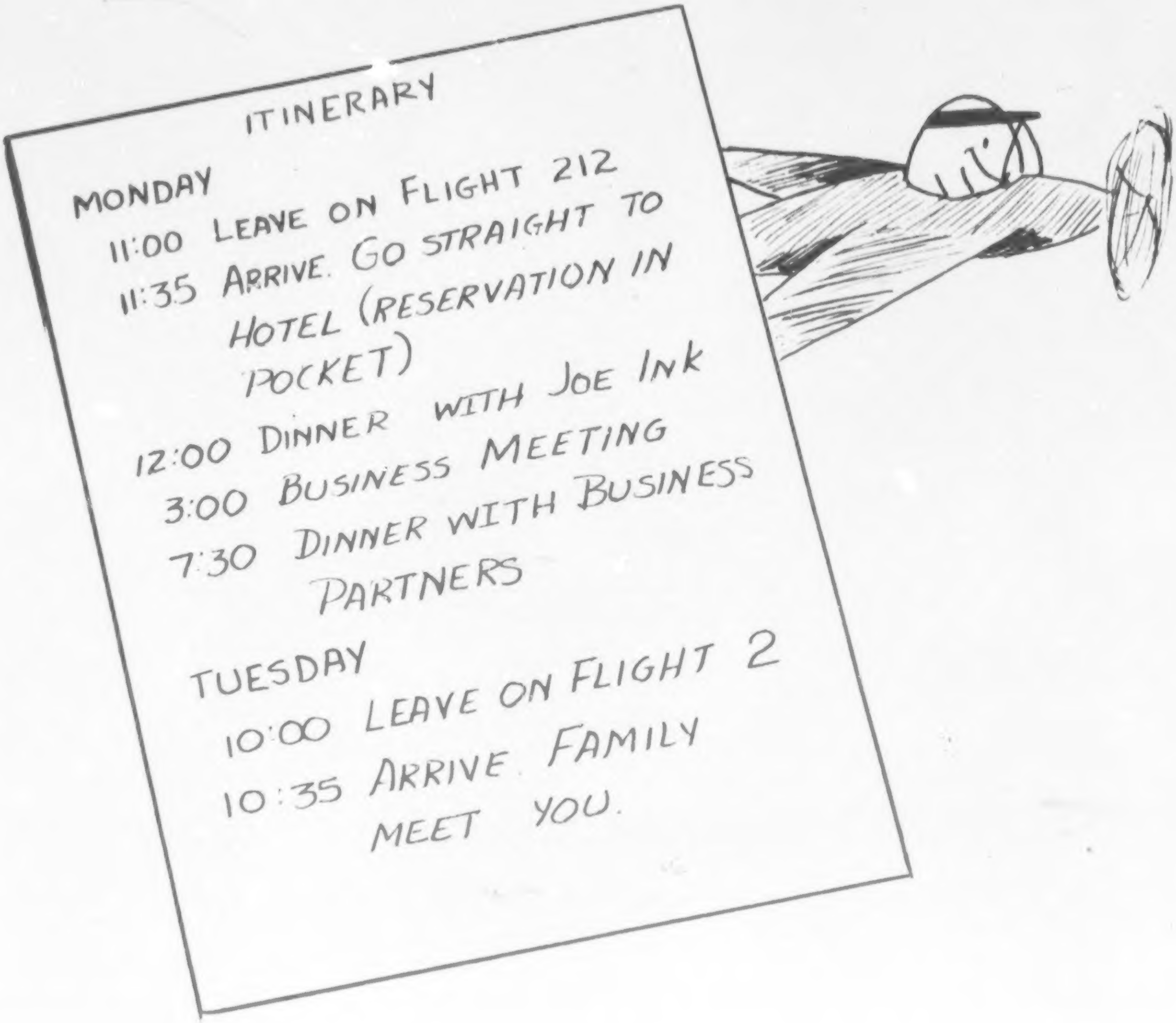
FRIDAY-JUNE 21 (BALTIMORE)

10:30 a.m.	Meeting with Donna Adams and Jim Sharp of United Advertising to discuss advertising campaign (folder in briefcase).
2:45 p.m.	Interview Donald Hall for position as sales representative at your room. (Job description and application in briefcase.)
7:00 p.m.	Dinner with Mr. & Mrs. Allen Fulknier at Gateway Inn, 81 North Street.

SATURDAY-JUNE 22 (BALTIMORE TO CHARLESTON)

9:35 a.m.	Leave Baltimore on United Flight 707 (tickets in briefcase).
12:05 p.m.	Arrive in Charleston. Son will meet plane.

MAKING OUT AN ITINERARY



ITINERARY

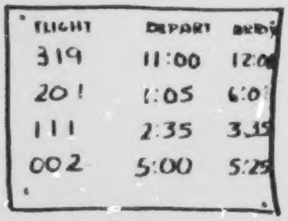
MONDAY
11:00 LEAVE ON FLIGHT 212
11:35 ARRIVE. GO STRAIGHT TO HOTEL (RESERVATION IN POCKET)
12:00 DINNER WITH JOE INK
3:00 BUSINESS MEETING
7:30 DINNER WITH BUSINESS PARTNERS

TUESDAY
10:00 LEAVE ON FLIGHT 2
10:35 ARRIVE. FAMILY MEET YOU.

Upon completion of the learning activities, you will: know what an itinerary is and the importance of it, be able to prepare an itinerary and have a chance to find out if this type of work suits you.

DB

Planning a trip



When a businessman goes on a business trip, he must know exactly where he is supposed to be and at what time. He must also know what flights he is taking, who he is to meet with during the trip, what information he will need to take with him to the meetings, and any other information he may need while on the trip. This information is contained in what is known as an itinerary.

The secretary is usually the one who will prepare the itinerary for the boss, as well as helping to plan the trip. Because of this, the secretary must know about making arrangements for trips, how the business should function while the boss is away, and how to take care of the follow-up activities that result from the trip. Many sources of help are available for the secretary in making travel arrangements, but the secretary still needs a broad knowledge of travel services and facilities to help in making decisions and checking the arrangements made by others.

In this packet you are going to be the secretary for Mr. I. R. Boss and will make up the itinerary for the trip he is planning to go on next week.

Planning trips and making itineraries are only part of a secretary's job. He/she must also perform other duties; such as, typing, taking shorthand, answering the telephone, greeting callers, making appointments, keeping the office attractive, and any other responsibilities the boss may assign.

Because of the many responsibilities of a secretary, there are certain personal qualities that he or she must possess; namely, the ability to work well with people, to be courteous and tactful, be posed at all times, be knowledgeable about the functions of a business office, be proficient in typing and shorthand, and be able to make decisions on his/her own when the occasion arises.

The education requirements and the salaries for a secretary will vary from one job to another depending upon the size of the business, where it is located, and the responsibilities of the secretary. A secretary in a larger organization could advance to the point where he/she could become the administrative assistant to the president of the company.

Classes that would be helpful for you to take if you are interested in a secretarial career are: typing I and II, shorthand I and II, accounting I, secretarial office practice, and business communications.

LEARNING ACTIVITIES

The secretary can perform a real service for the employer by making out an itinerary for him a short time before he leaves on his trip. Most itineraries will cover when, where, and how the traveler will go. It also serves as a daily appointment calendar by containing helpful reminders and the tickets and important papers taken on the trip.

Usually several copies of the itinerary are made. The boss needs more than one copy in case something happens to one of them. The boss' associates may need copies and the boss' family will need a copy so that mail or messages can be forwarded to him if necessary or so that he can be reached in case of an emergency.

Before going any further, let's take a look at what an itinerary is. Turn to Worksheet A on the next page so that you can get an idea of how the itinerary is set up and what it contains.

WORKSHEET A

MR. HENRY'S ITINERARY
October 5-9, 19--
St. Louis-Dallas

MONDAY-OCTOBER 5 (NEW YORK TO ST. LOUIS)

12:05 p.m. Leave New York Airport on United Airlines Flight 707 (tickets in United envelope).

3:55 p.m. Arrive in St. Louis at Fairfield National. Rent-a-car waiting at Hertz Counter. "Guaranteed-arrival" reservation at Hotel Fredrick (confirmation attached).

7:30 p.m. Dinner at your hotel with A. J. Crawford of Allied Products. Need folder for meeting later in your suite.

TUESDAY-OCTOBER 6 (ST. LOUIS)

10:00 a.m. See James Conaway of Jackson, Inc., Room 502, Jamison Building, 1018 West Street.

1:00 p.m. Lunch at the Midway Club, 448 Park Avenue, with Jane Evans of Franklin Imports to discuss advertising promotion of new product (folder in briefcase).

4:15 p.m. Meeting in your room with Jack Summers of Argo Products.

7:30 p.m. Dine with Mr. and Mrs. Bob Peters at 306 West 68 Street.

WEDNESDAY-OCTOBER 7 (ST. LOUIS TO DALLAS)

9:00 a.m. Interview Mr. Ronald Young for position as Sales Manager in your room at Fairfield National (application and job specifications in briefcase).

1:10 p.m. Leave St. Louis at Fairfield Airport on TWA Flight 610 (tickets in briefcase). Turn in rent-a-car at airport.

2:50 p.m. Arrive at Dallas International. "Guaranteed-arrival" reservation at Hilton Inn (confirmation in briefcase).

7:30 p.m. Dinner with Harold Stevens at your hotel.

WORKSHEET A (continued)

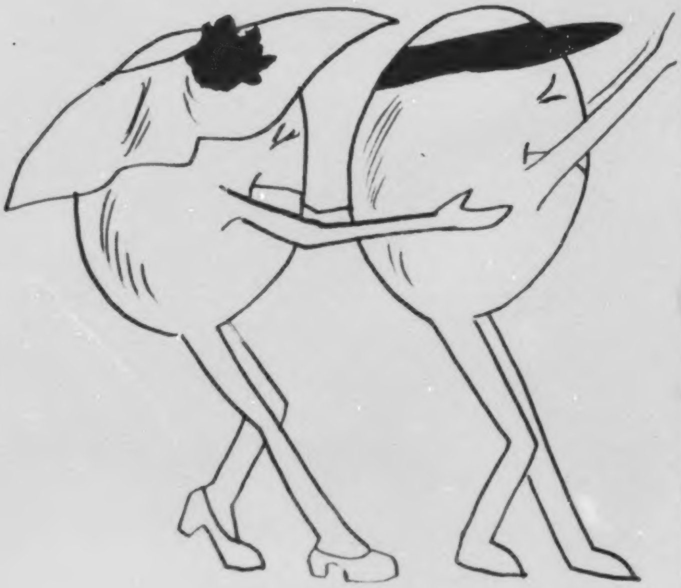
THURSDAY-OCTOBER 8 (DALLAS)

9:00 a.m.	Meeting with Hughes Corporation officers (folder in briefcase).
1:00 p.m.	Interview Marily Cox for position as Sales Manager at the Jackson Company, 902 Main Avenue (application and job specifications in briefcase).
8:00 p.m.	Dinner with friends at the Blue Room in your hotel.

FRIDAY-OCTOBER 9 (DALLAS TO NEW YORK)

11:45 a.m.	Leave Dallas International on United Flight 912 for return trip to New York (tickets in briefcase).
4:03 p.m.	Arrive in New York. Wife will meet plane.

TURN TO THE NEXT PAGE.



If you take a close look at the illustration of the itinerary, you will see that the itinerary contains many important facts. All of this information helps the boss to have a more pleasant trip and relieves him of a lot of worry.

The itinerary should be planned with great care. You should make sure that all the information contained in it is correct and that all the important facts have been included without going into unnecessary details.

Listed below and on the next page, you will find all the information about Mr. I. R. Boss' trip he is planning to take next week. You are to make up an itinerary for him with the information given. It should be similar to the one you just looked at on Worksheet A. To help you, you will find a form for the Itinerary on pages 7 & 8 with the main headings listed. Normally, the itinerary would be typewritten, but for our purpose you may write it out using either a pen or pencil. You may wish to write it out first on your paper before using the form in the packet.

Ready to start? Good! Here are the facts:

...Mr. I. R. Boss is planning on leaving on his business trip on Wednesday, June 19, and will return on Saturday, June 22. His first stop on his trip will be in New York and then he will go on to Baltimore before returning home to Charleston, West Virginia.

...You called the airport and made reservations for Mr. Boss to fly to New York on United Flight 768 which will leave Charleston at 7:30 a.m. on Wednesday, June 19.

...The flight will arrive at Kennedy International at 9:58 a.m. Arrangements were made for Mr. Boss to stay at the Century Plaza Hotel in New York. Arrangements were confirmed and the "guaranteed-arrival" reservation will be attached to the itinerary.

...Mr. Boss' first appointment in New York will be at 1:00 p.m. on Wednesday with Mr. Joe Blake of United Steel about a new product. A folder containing the product description and specifications will be placed in Mr. Boss' briefcase.

...At 7:30 p.m. on Wednesday, Mr. Boss is to meet with an old friend, Jim Carr, for dinner at the Holiday Inn, 41 Park Avenue.

...On Thursday, June 20, Mr. Boss will be leaving at 11:45 a.m. from Kennedy Airport to go to Baltimore on Eastern Flight 906. The tickets for the flight will be in Mr. Boss' briefcase in the Eastern envelope.

...The flight will arrive at the Baltimore Airport at 12:35 p.m. Upon his arrival at the airport, Mr. Boss will take the airport limousine to the Sheraton Hotel. The "guaranteed-arrival" reservation will be placed in Mr. Boss' briefcase.

...At 4:30 p.m. on Thursday, Mr. Boss is to interview John Mansfield for an accounting position in the firm. The meeting will take place in Mr. Boss' hotel room. You will enclose a folder with a job application and specifications in Mr. Boss' briefcase.

...At 7:30 p.m. on Thursday, Mr. Boss will have dinner with his sister and her family at her home at 10 Freemont Drive.

On Friday, June 21, Mr. Boss has the following appointments.

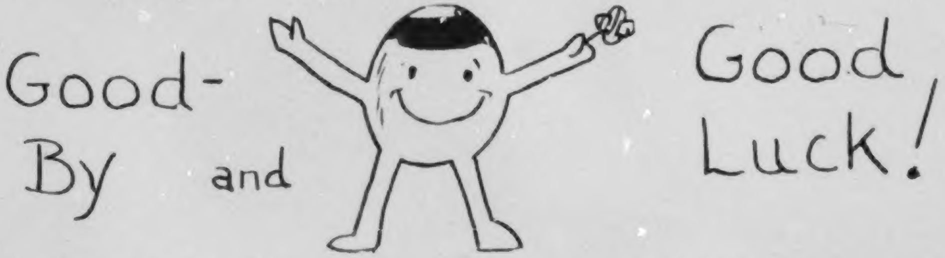
...At 10:30 a.m. he is to meet with Donna Adams and Jim Sharp of United Advertising to discuss the advertising campaign. A folder containing the information Mr. Boss will need will be placed in his briefcase.

...At 2:45 p.m. your boss will interview Mr. Donald Hall for a position as sales representative in his room at the Sheraton. Job description and application will be in briefcase.

...At 7:00 p.m. Mr. Boss will have dinner with Mr. & Mrs. Allen Fulknier at Gateway Inn, 81 North Street.

...Mr. Boss is returning to Charleston on Saturday morning, June 22. You made reservations for him on United Flight 707 to leave Baltimore Airport at 9:35 a.m. The tickets will be placed in Mr. Boss' briefcase.

...Mr. Boss will arrive in Charleston at 12:05 p.m. where he will be met by his son.



After you finish the itinerary, do the attitude sheet on the pink sheet at the end of the packet and then turn both the itinerary and the attitude sheet into your teacher.

MR. BOSS' ITINERARY
June 19-22, 19--
New York-Baltimore

WEDNESDAY-JUNE 19 (CHARLESTON TO NEW YORK)

THURSDAY-JUNE 20 (NEW YORK TO BALTIMORE)

FRIDAY-JUNE 21 (BALTIMORE)

SATURDAY-JUNE 22 (BALTIMORE TO CHARLESTON)

Name ____________________

Occupational Cluster & Number Business & Office XL

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Learning about an itinerary					
2. Preparing the itinerary					
3. Writing out the itinerary					
4.					
5.					
6.					
7.					
8.					
9.					
10. Are you now aware of jobs using these skills or activities?	Yes	No			
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ____________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Secretarial; Typing and related*

*Representative Job Titles with DOT Code

Secretary	201.368
Typist	203.588
General Office Clerk	219.388

OCCUPATIONAL TASK: Completing a travel expense form

OCCUPATIONAL COMPETENCY: To use information from the employer's business trip to fill out a travel expense form accurately and neatly.

LEARNING OBJECTIVES

Upon completion of the learning activities, the students will be able to: accurately fill out a travel expense form and come up with the grand total of travel expense and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained; but if you wish additional information, you may consult any office practice or secretarial procedures book.

FLIGHT NO. 58

COMPLETING A TRAVEL EXPENSE FORM

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusuable and pink sheets are consumable.

2. Gather necessary materials which will consist of: pen or pencil and paper.

3. If you wish additional information on this subject, you may want to read the introductory pages to the student's packet.

EVALUATION PROCEDURES

Upon completion of the learning activities, the student will turn in a travel expense form that he or she has completed. An attitude sheet will also be turned in which will help in determining interest in a career involving this skill.

ANSWER KEY

You will find the answer key to the travel expense form the student will turn in on the next page.

ANSWER KEY ·

TRAVEL EXPENSE STATEMENT

Name Marra (Last) James (First) R. (Middle) Soc. Sec. No. 235-74-4825

Title Sales Manager Department Sales Department

Purpose of Trip New Product Sales Travel Dates From 10/15/76 To 10/19/76

DATES	TRAVEL FROM	TRAVEL TO	PLANE OR TRAIN	TAXI, LIMO., ETC.	MOTEL	MEALS	ENTER TAIN MENT*	MISC.**	DAILY TOTALS
10/15	New York	Chicago (round trip)	119.00	6.50	22.00	8.20		2.50	158.20
10/16				2.50	22.00	10.80			35.30
10/17				5.50	22.00	11.95	8.95		48.40
10/18				3.25	22.00	8.55	13.85	3.85	51.50
10/19	Chicago	New York		6.50		2.25			8.75

NOTE: This statement must be submitted with 5 days of return from trip

MILEAGE ____ MILES @ ____ CENTS A MILE

GRAND TOTAL OF TRAVEL EXPENSE: 302.15

*List Here All Entertainment Expenses:

Explanation Took prospective employee out to dinner	Amount 8.95
Explanation Dinner for Atlanta Industry president and wife	Amount 13.85
Explanation	Amount

**List Here All Miscellaneous Expenses:

Explanation Telegram to Jacobs Industry	Amount 2.50
Explanation Long distance phone call	Amount 3.85
Explanation	Amount
Explanation	Amount

ertify that the above statements are true and the expenses listed were a result of my official duties for UNITED INDUSTRY.

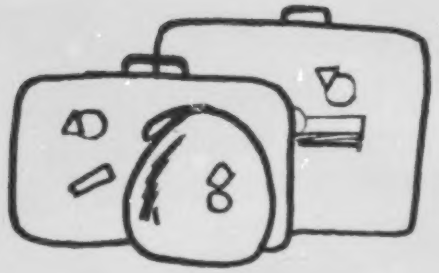
SIGNATURE ____ APPROVED ____ DATE ____

COMPLETING A TRAVEL EXPENSE FORM

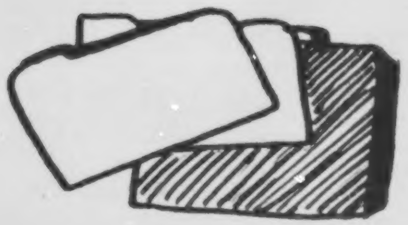
FLIGHT
NO. 58

Upon completion of the learning activities, you will be able to: accurately fill out a travel expense form and come up with the grand total of travel expense and have a chance to find out if this type of work suits you.

DB



Items involved with a trip.



When an employee goes on a trip for the company or business he or she works for, a record must be kept of the expenses involved. This is done so the employee can be reimbursed (paid back) by the company or business for the trip.

One responsibility that a secretary may have to do is to fill out a travel expense form for the employer when he returns from a trip. There is usually a form that the company will have for this purpose.

When completing this form, the secretary must be careful to make sure that he or she has recorded all the information correctly. To do this, the secretary will have to write clearly and make all the numbers neatly so there will be no misunderstanding. The secretary must also be able to add so that the total figure he or she turns in will be accurate.

Besides completing a travel expense form, other duties of a secretary might include: taking dictation, typing, filing, answering the phone, greeting office callers, scheduling appointments, and opening and sorting mail.

Personal qualities that a secretary would need are: a pleasing personality, the ability to get along with all types of people, a clear voice, a nice appearance and good grooming.

Classes in school that would be helpful if you would like to be a secretary include: typing, shorthand, business math, accounting, business communications, and secretarial office practice.

LEARNING ACTIVITIES

In this packet you will be working as the secretary to Mr. James R. Marra. Mr. Marra is the manager of the Sales Department of a large organization known as United Industry.

United Industry, located in New York, is a large seller of steel products. Mr. Marra travels a great deal for his company lining up new prospects (customers) and ocassionally interviewing people for positions in the firm.

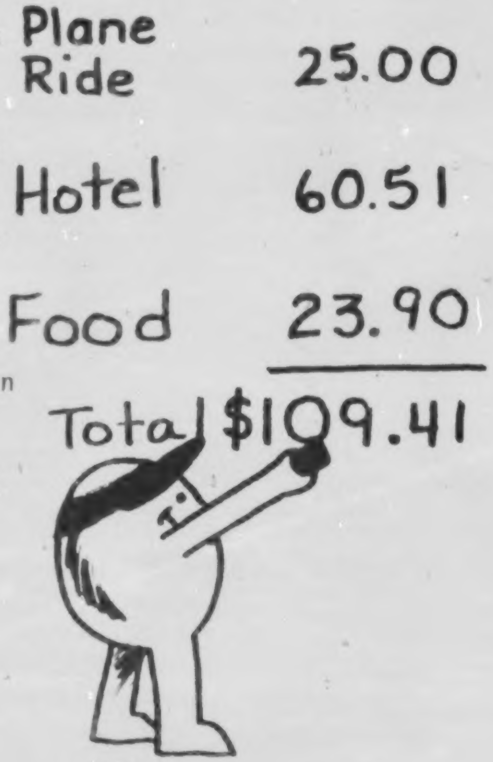
Your job will be to fill out the travel expense form for a trip Mr. Marra has just returned from. Before doing this, let's go over what a travel expense is and look at an illustration of one.

You learned earlier that the purpose of the travel expense form is to list the expenses the employee had on his or her trip so that the money can be reimbursed. What type of things are contained on the travel expense form?

First of all, at the top of the form you will find places to list the name of the person who made the trip, his or her title and department, and the purpose and dates of the trip.

Next, you will find the expenses broken down into different types; such as, meals [sometimes broken into breakfast, lunch, dinner], lodging, transportation, automobile mileage, entertainment, tolls & parking, and miscellaneous.

Next, you will find a place for the total and room to explain certain expenses. Usually at the end of the form there will be a place for the employee to sign and date the form.



On Worksheet A on the next page you will see an example of the travel expense form used by United Industry. This form is only an example of a travel expense statement; the form may vary somewhat from company to company.

Turn now to Worksheet A on page 3 and look over the illustration.

WORKSHEET A.

TRAVEL EXPENSE STATEMENT

Name Franklin (Last) David (First) J. (Middle) Soc. Sec. No. 236-54-3478

Title Manager Department Advertising Department

Purpose of Trip Fall Campaign Travel Dates From 9/12/76 To 9/15/76

DATES	TRAVEL FROM	TO	PLANE OR TRAIN	TAXI, LIMO., ETC.	MOTEL	MEALS	ENTERTAINMENT*	MISC.**	DAILY TOTALS
9/12	New York	Dallas (round trip)	135.00	3.50	24.00	8.10		1.85	172.45
9/13				4.75	24.00	6.80	13.25		48.80
9/14				2.60	24.00	9.75		2.85	39.20
9/15				3.50		1.55			5.05

NOTE: This statement must be submitted with 5 days of return from trip

MILEAGE ______ MILES @ ______ CENTS A MILE

GRAND TOTAL OF TRAVEL EXPENSE: 265.50

*List Here All Entertainment Expenses:

Explanation Took Regional Director and wife out to dinner Amount 13.25

Explanation ______ Amount ______

Explanation ______ Amount ______

**List Here All Miscellaneous Expenses:

Explanation Sent out package of advertising materials Amount 2.85

Explanation ______ Amount ______

Explanation ______ Amount ______

Explanation ______ Amount ______

certify that the above statements are true and the expenses listed were a result of my fficial duties for UNITED INDUSTRY.

SIGNATURE ______ APPROVED ______ DATE ______

BO XLI (3)

If you looked at the form closely on the preceding page, you would have noticed that the expenses for each day are listed on one line and the total is written in the DAILY TOTAL column.

If the employee has used his own car for business purposes, this is then entered on the form showing the total mileage times the rate the company pays and then the total is entered in the DAILY TOTAL column.

The expenses are then ready to be totaled. The secretary must be very careful that all the figures have been added correctly.

After the form is completed, the secretary will then give it to the boss so that he can look over it and then sign it so it can be submitted for payment.

Now that you have seen how a travel expense form is prepared at United Industry, let's see if you can prepare one to turn in and show your teacher.

Your boss, James R. Marra, Sales Manager, has just returned from a trip to Chicago concerning New Product Sales. His trip lasted from October 15 to October 19. Mr. Marra's social security number is 235-74-4825.

Below is the list of facts concerning the expenses involved on his trip. Mr. Marra has listed his expenses under different headings with the dates marked beside of each. You will find the form on which to do the travel expense statement on page 6.

Plane: Round-trip ticket from New York to Chicago, $119.00

Motel: Stayed at the Bayshore Inn in Chicago the nights of October 15, 16, 17 and 18. The cost was $22 each night.

Food: (You will see that Mr. Marra has listed his meals individually for each day. Before you can enter these on the forms, you will need to total the meal for each day.)

October 15:	Lunch	$2.25
	Dinner	$5.95
October 16:	Breakfast	$1.80
	Lunch	$2.50
	Dinner	$6.50
October 17:	Breakfast	$2.20
	Lunch	$3.50
	Dinner	$6.25

(Continued on next page)

October 18:	Breakfast	$1.80
	Lunch	$2.00
	Dinner	$4.75
October 19:	Breakfast	$2.25

Transportation:

October 15: Taxi from airport $6.50

October 16: Taxi to and from Hughes Mfg. $2.50

October 17: Taxi to and from Johnson Corp. $3.50
Taxi to and from Midway Inn for dinner $2.00

October 18: Taxi to and from Atlanta Industry $3.25

October 19: Taxi to airport $6.50

Entertainment

October 17: Took prospective employee out to dinner $8.95

October 18: Dinner for Atlanta Industry president and wife $13.85

Miscellaneous

October 15: Telegram to Jacobs Industry $2.50

October 18: Long distance phone call $3.85

After you have completed the travel expense form on the next page, do the attitude sheet on page 7 and then turn it and the travel expense form into your teacher.

Hope you have enjoyed the packet!!!

TRAVEL EXPENSE STATEMENT

Name ______________________________ Soc. Sec. No. ____________________
Last First Middle

Title ______________________________ Department ____________________

Purpose of Trip ______________________ Travel Dates From __________ To __________

DATES	TRAVEL		PLANE OR TRAIN	TAXI, LIMO., ETC.	MOTEL	MEALS	ENTERTAINMENT*	MISC.**	DAILY TOTALS
	FROM	TO							

NOTE: This statement must be submitted with 5 days of return from trip

MILEAGE __________ MILES @ ________ CENTS A MILE

GRAND TOTAL OF TRAVEL EXPENSE:

*List Here All Entertainment Expenses:

Explanation ______________________________ Amount __________
Explanation ______________________________ Amount __________
Explanation ______________________________ Amount __________

**List Here All Miscellaneous Expenses:

Explanation ______________________________ Amount __________
Explanation ______________________________ Amount __________
Explanation ______________________________ Amount __________
Explanation ______________________________ Amount __________

I certify that the above statements are true and the expenses listed were a result of my fficial duties for UNITED INDUSTRY.

SIGNATURE ____________________ APPROVED ____________________ DATE ____________

Name ______________________________

Occupational Cluster & Number Business & Office XLI

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Filling in the lines and columns					
2. Adding the columns					
3. Preparing the travel expense form					
4.					
5.					
6.					
7.					
8.					
9.					
10. Are you now aware of jobs using these skills or activities?	Yes	No			
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ______________________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business and Office Occupations

OCCUPATIONAL FAMILY: Clerical Employment, Stock Control, Accounting and Computing Occupations*

*Representative Job Titles with DOT Code

General Clerk	219.388,066
Stock Control Clerk	223.387
Stock Clerk, Clerical	223.387
Parts Order Clerk	223.387
Supply Room Clerk	223.387

OCCUPATIONAL TASK: Keeping a stock control record

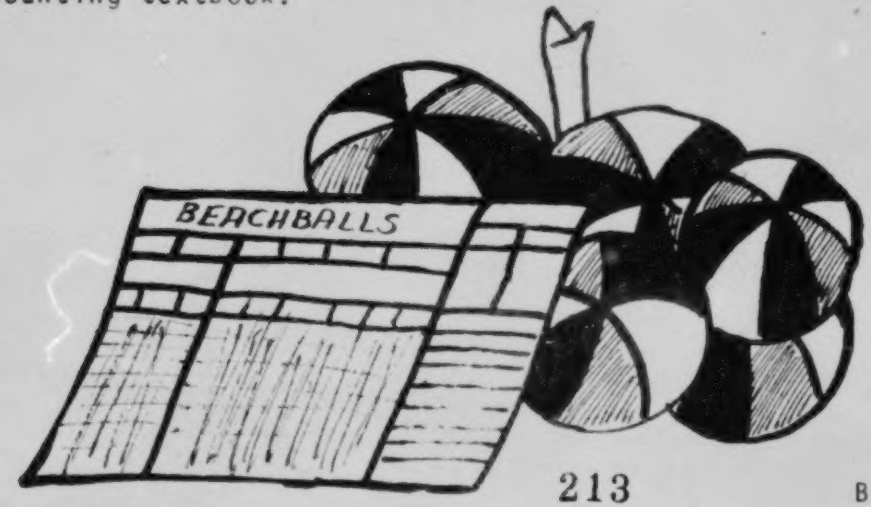
OCCUPATIONAL COMPETENCY: Recording purchases and sales on stock cards to keep an up to date inventory check.

LEARNING OBJECTIVES

After completion of the learning activities the student will be able to keep stock record cards up to date by entering purchases and sales. This will give the student a chance to see if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained, however if additional information and problems are needed you may consult any recordkeeping or accounting textbook.



KEEPING A STOCK CONTROL RECORD

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of: this packet and pencil.

3. If you are unfamiliar with this type work, you may want to look over the student's packet.

EVALUATION PROCEDURES

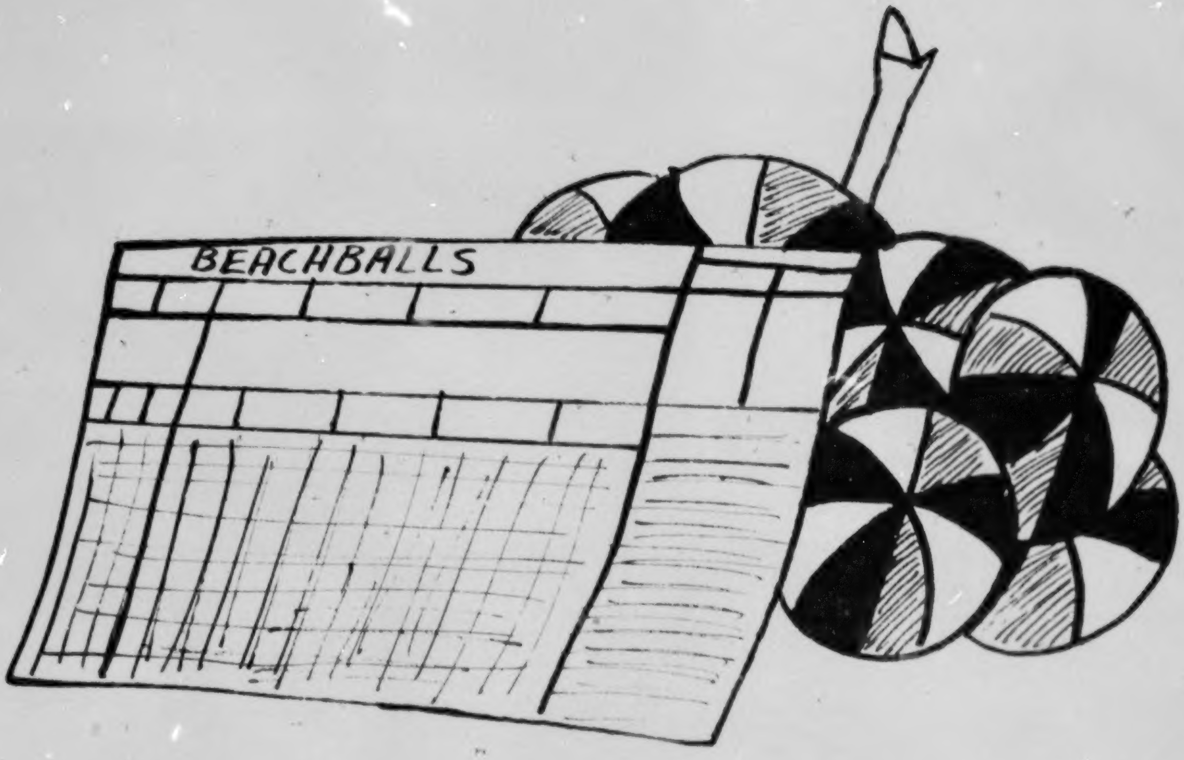
After completing this packet the student will hand you several stock control cards for your inspection and approval. The key to these cards is below. Also you will be handed a completed attitude sheet that will be helpful in determining if this type of work would suit the student.

KEY

The following balances should be on the stock cards.

TV's		Refrigerators	
#113B2m	4	#2199G	3
#237-C91	7	#2109W	4
#98-P	14	#2189P	0
#91BP	9	#47-899	2
#288-C8m	2	#89990	4
#111-B1m	5	#89007	0

KEEPING A STOCK CONTROL RECORD



After you finish this packet you will be able to keep stock record cards up to date by entering purchases and sales. This will give you a chance to see if this type work will suit you.

DB

Do
we
have
any
model
#356
TV sets
in stock?

If I knew if we had any more boxes of candy left, I would try to sell them.

Oh what messy records.

In order to be able to know what you have in a business, you need to keep records. This is true if you want to know how much cash you have, how many employees you have, how many typewriters you have, or how many of a certain item you have that you want to sell.

If you are in a merchandising business (a business that buys items and then resells them--such as the grocery store or the department store) you must know just what you have in the store or in the warehouse that is available right now to sell to customers. You need this information so you can reorder, move from warehouse to store, or tell a customer that you are out and they will have to wait.

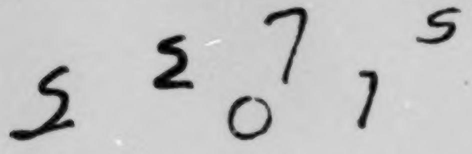
Many methods are used to keep records of stock (items for sale) but one of the most common methods is on a stock card kept by hand. In some firms this is a job all by itself and one person does this all day long; in another store it would be only a part time job and the person responsible for keeping the stock cards would have another job to do the rest of the day. Most firms will train on the job and would require no special schooling.

In order to do a good job of stock control you must be accurate, neat and very careful with details.

LEARNING ACTIVITIES

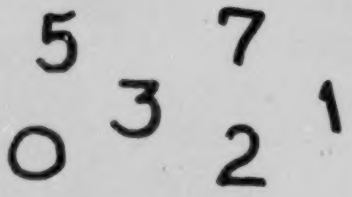
You have a part-time job in the local TV and appliance store. It is a small store and the job will require only a couple hours in the evening.

Mr. Harless, your boss and the owner of the store, knows you are a good hard worker and that you could use the extra money. It seems it is costing more and more to do all the things that are expected of you at school and in the neighborhood. Mr. Harless has seen your handwriting and he knows you are very careful when you make figures.



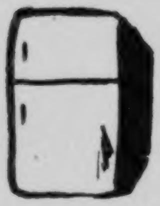
You must be very careful when making figures so anyone can read them and not have to guess what a number is.

Haven't you seen people that make their 2's look as if they were 5's. Or you have trouble telling a 1 from a 7. Of course, there is always that one that really just doesn't care and you can't read any of the figures.



Mr. Harless has the local store where he has on his display floor one of each model of TV he sells. Also, he keeps on display one of each appliance he has for sale.

Some weeks he will sell three or four of the same model TV set. Some weeks he will sell two or three of the same model refrigerator. This means he has to have these **extra** sets available to deliver immediately. He has a warehouse down the street where he keeps the extra merchandise.
There's that word again--
--merchandise--
it's items you buy to resell.



All these extra sets and extra items in that warehouse down the street have to be accounted for. Mr. Harless keeps a very careful record of every item that is down there so he will know without going to look every time a customer wants something.

This is your job. When merchandise is received, Mr. Harless receives an invoice (bill), he checks to make sure everything he is charged for has been received, then he keeps the invoice for you. Every time a sale is made, a sales slip is prepared. A copy is kept for you. These are the papers you will use in keeping your record up to date.

The way this works is very simple. You prepare a card on every model item you receive. When you receive an item, you go to that card and add the amount you receive. When an item is sold, you go to that card and take off the amount that was sold. This way you can tell by looking at the card just how many of a certain item you have in stock and ready for delivery.

Below is an example of an inventory card or a stock record card.

At the top is a place to write the name of the item.

Unit means how it is sold--each or in sets.

Stock no. is the number printed on the item to identify it.

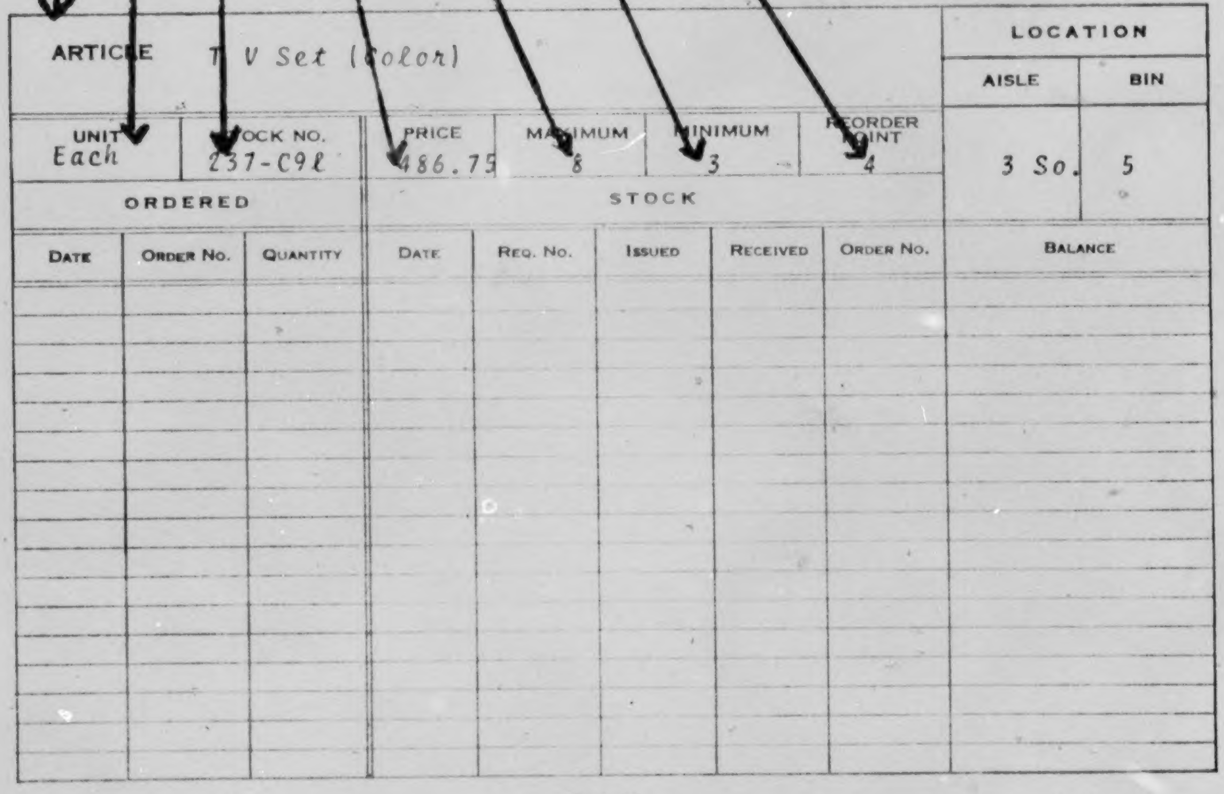
Price is your cost.

Maximum is the most of the item you want at any one time.

Minimum is the least amount you want at any one time.

Reorder is when the stock is too low and you must tell Mr. Harless so he can order more.

Location refers to the warehouse. Just where is the item stored. This way you know just where to get it without looking all over.



ARTICLE T V Set (Color)

LOCATION
AISLE 3 So.
BIN 5

UNIT	STOCK NO.	PRICE	MAXIMUM	MINIMUM	REORDER POINT
Each	237-C9ℓ	486.75	8	3	4

ORDERED			STOCK					
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE

ARTICLE							LOCATION	
							AISLE	BIN
UNIT	STOCK NO.		PRICE	MAXIMUM	MINIMUM	REORDER POINT		
ORDERED			STOCK					
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE
3-5	191	37	3-2					20
			3-2	21	2			18
			3-10	22	3			15
			3-20			37	191	52

These first three columns are "ordered" and that's exactly what you place here.

The date you placed the order.
The number on the purchase order.
The quantity (amount) of items you ordered.

The next six columns represent stock you have on hand for sale. The date is the date of either the sales slip or the invoice.

The reg. no. is the number on the sales slip. and under issued you put the amount of the item that was sold.

Under received you put the amount you just got in and under order no. the purchase order number on which the item was ordered.

Balance is the amount you have right now for sale.

You had 20 items, on sales slip #21 you sold 2, subtract to come up with a new balance. You sold 3 more on sales slip #22, your new balance is 15. You just got in a shipment, ordered on purchase order #191, 37. Add this to show that there are now 52 in stock.

Prepare cards for the following items: (Use pages 7-12.)

Article	Unit	Stock #	Price	Max.	Min.	Reo.	Location	
TV Set (blk & white)	each	113-B2m	139.50	10	4	5	4 N.	7
TV Set (Color)	each	237-C91	486.75	8	3	4	3 So.	5
TV Set (color)(Port)	each	98-P	99.50	25	8	8	4N.	3
TV Set (B&W) (Port)	each	91-BP	79.20	20	5	5	4N.	2
TV Set (Color)	each	288-C8n	529.80	4	1	1	3So.	3
TV set (B&W)	each	111-B1m	119.50	15	5	7	4N.	5
Refrigerator (grn.)	each	2199G	399.75	5	2	2	1E	4
Refrigerator (white)	each	2109W	359.75	6	2	2	1E	4
Refrigerator (pink)	each	2189P	399.75	3	1	1	1E	4
Refrigerator (white)	each	47-899	299.00	8	3	3	1E	3
Refrigerator/freezer	each	89990	487.00	5	2	2	1E	2
Refrigerator/freezer	each	89007	500.00	3	1	1	1E	2

After you have prepared the top of each of these cards you are to cut the cards apart and place them in a stack.

Put the following balances on the correct card.

TV #113-B2M	8	Refrigerator #2199G	4
TV #237-C91	4	Refrigerator #2109W	1
TV #98-P	22	Refrigerator #2189P	2
TV #91-BP	16	Refrigerator #47-899	6
TV 288-C8n	3	Refrigerator #89990	2
TV 111-B1m	8	Refrigerator #89007	1

Under ordered put the following information.

TV #237-C91	3/5	PO#191	4
Refri. 2109W	3/10	PO 193	5
Refri. 89990	3/10	PO 194	3
Refri. 89007	3/14	PO 196	2

During the last few days of the month the following purchases were made, the goods received are listed as to date received, and the following sales were made.

Record this information on your stock cards using your best hand writing and being very, very careful to add to the balance when you receive goods and subtract from the balance if you sell goods.

After you complete all these cards, give them to your teacher, along with the attitude sheet, for approval.

Date	Shipped	Received	Reordered
March 20	2 #113B2m TV Req. #23		3 #2199G Ref PO #192
	1 #98-P TV Req. #24		
	1 #111-B1m TV Req. #25		
	1 #2199G refrigerator Req. #26		1 #2189P Ref PO #193
	1 #2189P refrigerator Req. #27		
	3 #47-899 refrigerator Req. #28		
			5 #47-899Ref PO #194
March 21	1 #237-C91 TV, Req. #29	PO #191 - 4 #237-C91	
	1 #288-C8n TV, Req. #30		
	2 #98P TV, Req. #31		
	1 #89007 Refrigerator, Req. #32		
	1 #2189P refriger tor, Req. #33		
	2 #98-P TV, Req. #34		
March 22	3 #91BP TV, Req. #35	PO #193 - 5 #2109W	
	1 #89990 Refrigerator, Req. #36		
	1 #111-B1m TV, Req. #37		
	1 #98-P TV, Req. #38		
March 23	1 #113B2m TV, Req. #39		5 #113B2mTV PO #195
	1 #2109W refrigerator, Req. #40		
	1 #98-P TV, #41		
	1 #91-BP TV, #42		
March 24	1 111-B1m TV, #43		
March 25	1 47-899 refrigerator, #44	PO #194 - 3 #89990	
	3 #91BP TV, #45		
	1 #98-P TV. #46		
	1 #113-B2m TV, #47		
	1 #2109W refrigerator, #48		

ARTICLE								LOCATION
								AISLE BIN
UNIT	STOCK NO.		PRICE	MAXIMUM	MINIMUM	REORDER POINT		
ORDERED			STOCK					
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE

ARTICLE								LOCATION
								AISLE BIN
UNIT	STOCK NO.		PRICE	MAXIMUM	MINIMUM	REORDER POINT		
ORDERED			STOCK					
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE

ARTICLE	LOCATION	
	AISLE	BIN

UNIT	STOCK NO.	PRICE	MAXIMUM	MINIMUM	REORDER POINT

ORDERED			STOCK					
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE

ARTICLE	LOCATION	
	AISLE	BIN

UNIT	STOCK NO.	PRICE	MAXIMUM	MINIMUM	REORDER POINT

ORDERED			STOCK					
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE

ARTICLE						LOCATION	
						AISLE	BIN
UNIT	STOCK NO.	PRICE	MAXIMUM	MINIMUM	REORDER POINT		

ORDERED			STOCK					
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE

ARTICLE						LOCATION	
						AISLE	BIN
UNIT	STOCK NO.	PRICE	MAXIMUM	MINIMUM	REORDER POINT		

ORDERED			STOCK					
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE

ARTICLE								LOCATION	
								AISLE	BIN
UNIT	STOCK NO.		PRICE	MAXIMUM	MINIMUM		REORDER POINT		
ORDERED			STOCK						
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE	

ARTICLE								LOCATION	
								AISLE	BIN
UNIT	STOCK NO.		PRICE	MAXIMUM	MINIMUM		REORDER POINT		
ORDERED			STOCK						
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE	

ARTICLE							LOCATION	
							AISLE	BIN
UNIT	STOCK NO.	PRICE	MAXIMUM	MINIMUM	REORDER POINT			
ORDERED			STOCK					

DATE	ORDER No.	QUANTITY	DATE	REQ. No.	ISSUED	RECEIVED	ORDER No.	BALANCE

ARTICLE							LOCATION	
							AISLE	BIN
UNIT	STOCK NO.	PRICE	MAXIMUM	MINIMUM	REORDER POINT			
ORDERED			STOCK					

DATE	ORDER No.	QUANTITY	DATE	REQ. No.	ISSUED	RECEIVED	ORDER No.	BALANCE

ARTICLE							LOCATION	
							AISLE	BIN
UNIT	STOCK NO.		PRICE	MAXIMUM	MINIMUM	REORDER POINT		
ORDERED			STOCK					
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE

ARTICLE							LOCATION	
							AISLE	BIN
UNIT	STOCK NO.		PRICE	MAXIMUM	MINIMUM	REORDER POINT		
ORDERED			STOCK					
DATE	ORDER NO.	QUANTITY	DATE	REQ. NO.	ISSUED	RECEIVED	ORDER NO.	BALANCE

Name ______________________________

Occupational Cluster & Number BUSINESS AND OFFICE XLII

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Learning about stock control					
2. Filling out the stock cards					
3. Figuring out how many were left.					
4.					
5.					
6.					
7.					
8.					
9.					
10. Are you now aware of jobs using these skills or activities?	Yes	No			
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ______________________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business and Office Occupations

OCCUPATIONAL FAMILY: Accounting and Computing Occupations, Business Data Processing Systems, Office Machines, Clerical Occupations*

*Representative Job Titles with DOT code.

Secretary	201.638
Bookkeeper	210.388
General Office Clerk	219.388
Teller	212.368
Accounting Clerk	219.488,010

OCCUPATIONAL TASK: Operating the ten-key adding machine

OCCUPATIONAL COMPETENCY: Adding lists of figures using the touch system.

LEARNING OBJECTIVES

After completion of the learning activities the student will be able to identify important component parts of the ten-key adding machine; demonstrate by example the correct seating and hand positions with the machine; and use the touch technique to correctly add columns of figures. This activity will give the students a chance to see if this type work suits them.

SUGGESTED RESOURCES

For additional problems you may refer to any business machines book; there are many printed for use with only the ten-key. Any business math or regular math book would have problems that could supplement this packet.

OPERATING THE TEN-KEY ADDING MACHINE

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of: pencil, a ten-key adding machine

3. Read the background material in the student's packet if you are unfamiliar with this activity.

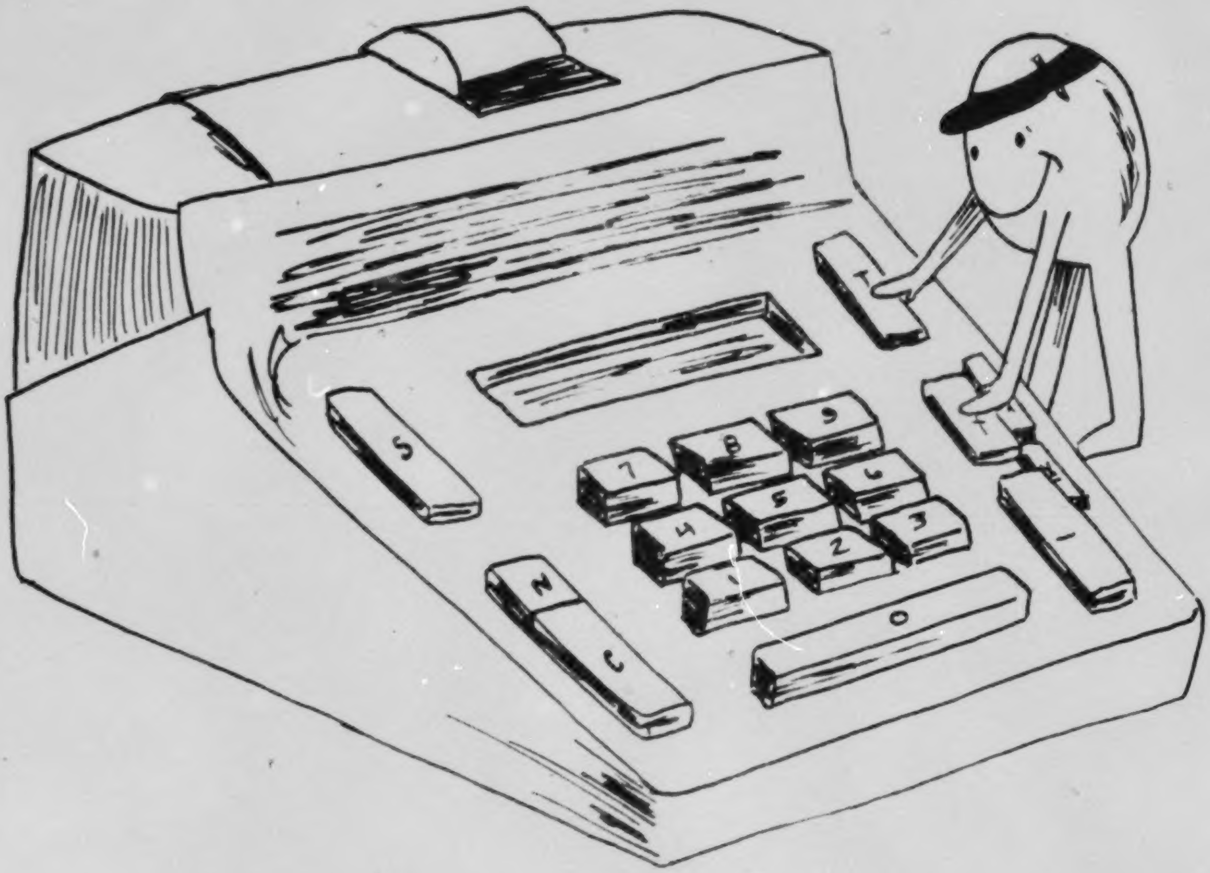
EVALUATION PROCEDURES

After the completion of this packet the student will be able to demonstrate that he/she can comfortably sit at the ten-key adding machine and accurately add or subtract a list of numbers without looking at the machine. An attitude sheet will be given to you to help you determine the student's interest in this work.

Answers to the demonstration problems.

	Add:		Subtract:		Combined:
1.	8,752.83	1.	8.85	1.	1,768.69
2.	4,814.52	2.	9.27	2.	55.68
3.	6,771.06	3.	15.24	3.	501.39
4.	1,000.02	4.	30.82		
5.	13,302.66	5.	60.49		
		6.	772.75		

OPERATING A TEN-KEY ADDING MACHINE



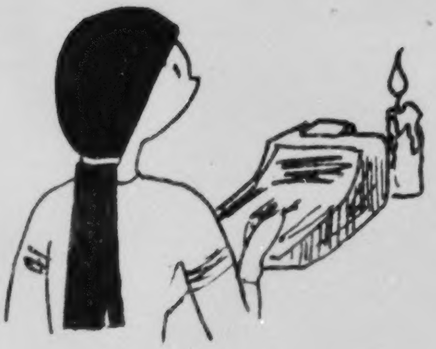
After completing the learning activities in this packet you should be able to comfortably sit at the ten-key adding machine and using the correct hand position add and subtract a column of figures without looking at the machine. This will give you a chance to see if you would like this kind of work.

DB

Would you like to have
a good job in an office?

Want a good skill?
One that would help you
get a job?

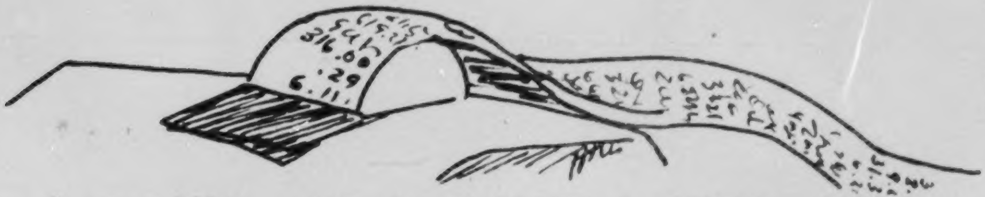
Let's add the
monthly bills.



Your club sold boxes of candles. You are adding all of the sales together.

Before you can give the information to the computer, you must have totals that it can use.

A 10-key adding-listing machine will make your job easier.



Every office, even the smallest of offices, will have some type of an adding machine. There are many kinds: full-keyboard; 10-keyboard; rotary calculators; electronic calculators; and others. However one of the best known and most often used is the 10-key adding-listing machine. It is called a 10-key since it has only ten number keys; it is called an adding-listing machine because it does add and at the same time you put in numbers to be added, it lists them on a tape. This is good because you can always check the tape figures with the numbers you should have listed (you know we often make errors, but if we can double-check our work there is never any reason to have a wrong answer.)

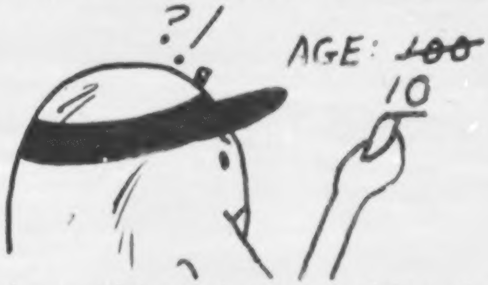
The 10-key adding-listing machine is considered a very special machine because it is operated by touch. This means you do NOT look at the numbers as you put them on the machine. You learn where the numbers are and know which finger to use to hit the correct figure.

If you have a knowledge of this machine and have a skill in operating it, you could get a job in many different fields.

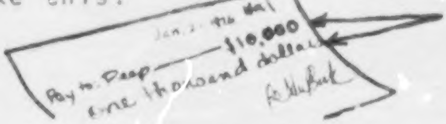
Some jobs that would be easier with this skill would be: bank teller; cashier; bookkeeper; general office worker; key punch operator; school teacher; secretary; accountant; and many, many others.

The 10-key machine is good for adding long columns of numbers and especially good where you must keep your eye on the column that you are adding from since you don't have to look at the machine to put in the number and then back at the column to see what number you need to add next.

Do you like to work with figures, use machines, work with numbers and money, are you an accurate, exacting type of person? You know you can't be careless when you work with numbers! Why just an extra "0" can make a lot of difference.

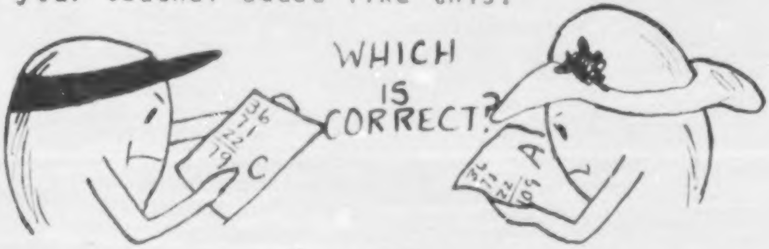


Now just who would want you working for them if you were to goof a check like this?



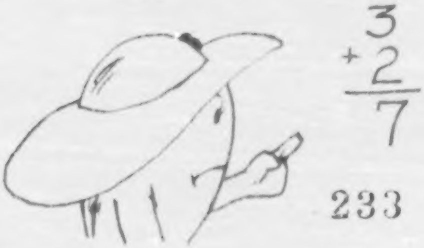
or

How do you think this would go over if you were a student and your teacher added like this.



or

Don't you think you would be fired if you pulled very many like this one.



Classes in basic math, business math, office practice, record-keeping or accounting will help you if you are interested in a job where you will be working with figures, but to learn to operate the 10-key adding-listing machine with a high efficiency (that means so you can really fly on one and notmake errors) you should take a class in office machines.

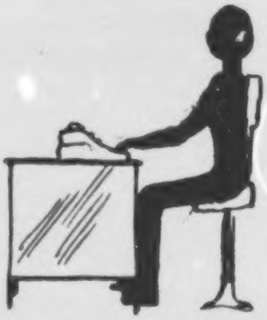
Would you be happy working in an office instead of out-of-doors? In some offices you would be working with a lot of people but if you would rather be alone or with only one or two, you could pick an office of this type.

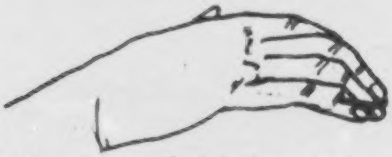
You must be able to concentrate on one thing for a long time (in other words you don't need to be thinking of your date for tonight and trying to add figures at the same time--it won't work). You must also be able to check your own work.

LEARNING ACTIVITIES

The first thing you must be able to do is sit at the machine in a relaxed, comfortable position. This is important since you could be working with it for hours at a time.

Have the machine in front of you on a desk that will allow you to have your hands only slightly above the level of the elbow. You should keep your body erect, sitting well back in your chair. It's important that you feel at ease and comfortable.

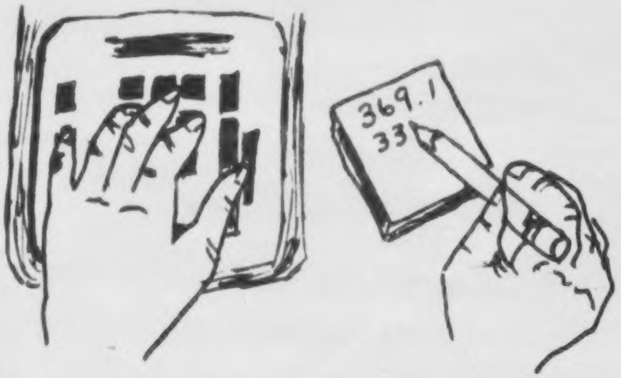


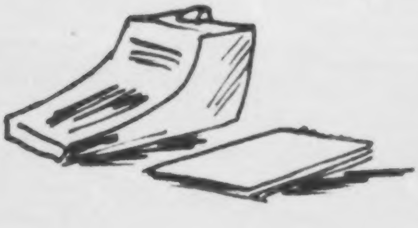


You will be working with your fingers and in order for you to reach from one level of numbers to the next, your fingers should be well curved.

If you are right handed--try operating the machine with your left (this leaves your right hand free to write down the figures). If you are left handed, try operating the machine with your right.

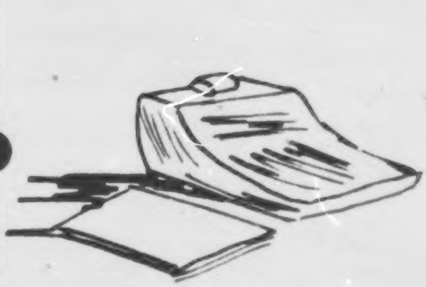
If this feels too awkward then use the hand you use to write.



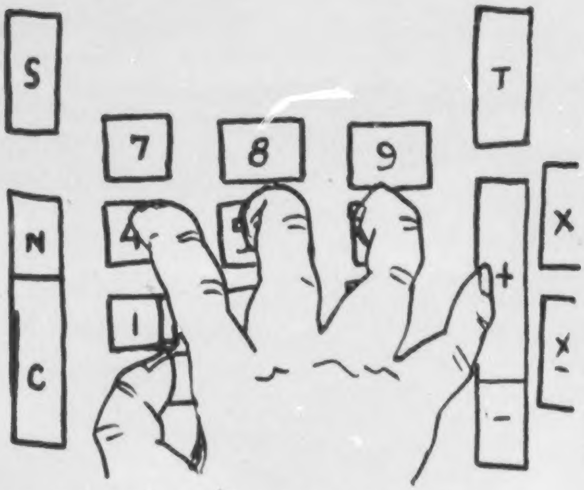


Place the papers you will be working from on the side of the machine that is the most convenient. This means if you are right handed and using your left hand to operate the machine, your machine will be on left of your paper. If you are left handed using your right hand to operate the 10-key you will place the papers to the left.

If you are right handed and operating the machine with your right hand, then place the papers to the left, so you can use your left hand to keep your place in the column of figures.



Now let's take a look at the machine. It has 10-keys with numbers on them. They are arranged like this:



Place your middle finger on the 5. The two fingers on each side of your middle finger on the 4 and 6. These are your home keys. This means your fingers should rest on these keys when they are not striking another one.

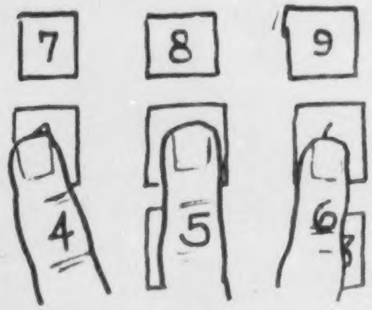
The thumb will be slightly curved in towards the palm of your hand. See where it rests--right over the 0. You use the thumb to strike the 0.

Let's try these four keys.

Strike the 5, then the 4, then the 6, now the 0.

Now strike the "+" bar -- it's on the right of the number keys. Use either your thumb or little finger (it will depend on which hand you are using), the + bar will be right under the thumb or else the little finger. Now look up at the tape. You have placed 5460 in the machine and are ready to add another number to it.

Strike the 4, 0, 6, and 4. Strike the "+" bar. Look at the tape. You have placed 4064 into the machine. Now look for the bar that has a "T" or "*" on it. Strike this with your thumb or little finger (which ever is on that side of the machine.) Look at the tape--it should read 9524 which is the total of the two numbers.

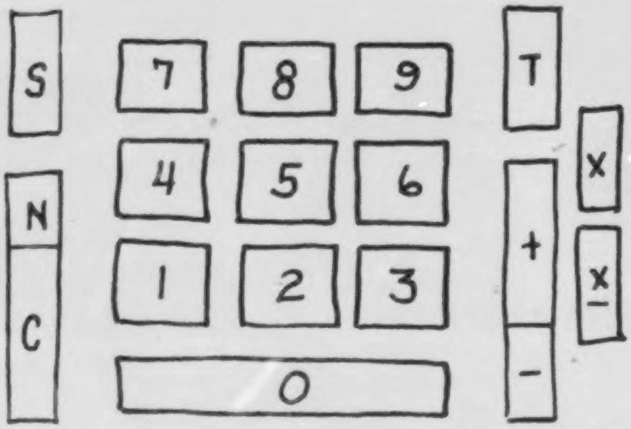


You did not take your three middle fingers off of the 456, did you?

You did not look at your fingers when you struck these numbers, did you? You did!!!!

HEY, did you notice it always has the decimal placed between the second and third numbers. This is something the machine does without being told. Since most figures involve money, it is made to index dollars and cents. Just don't pay any attention to the decimal unless you are adding dollars and cents.

That was easy wasn't it. Let's take a better look at the keyboard. Yours may not be exactly like this one, but it will be enough like it so you will know what key does what.



S - Sub total key
This lets you see the total amount up to this point, but lets this total stay in the machine so you can add others to it.

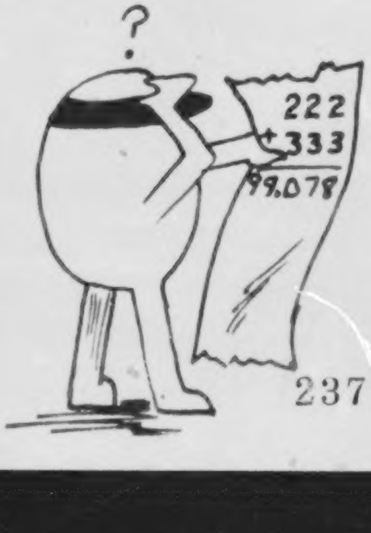
N - Non-add key
You use this key to put numbers on your tape that you don't want added to the total. Maybe to put in a department or item number.

C - Clear key
If you make a mistake in putting in a number and you have not hit the + or - bar, you can strike the clear key and it will remove the number from the machine.

T or * - Total key
This totals all the numbers put into the machine since the last total.

IMPORTANT--BE SURE TO START EVERY PROBLEM WITH THIS KEY.

Some one may have been using the machine before you and could have put some numbers into it, torn off the tape and never totaled. This would leave all these figures in the machine and they would add on to your problem. That's what has happened to Peen.



+ Add key
Strike this each time you have a number in the machine you want to add.

- Subtraction key
Strike this each time you want to subtract the number you have in the machine from the one before it.

Let's do some practicing.

Add the list of numbers below. DO NOT LOOK AT YOUR HAND!!! You know which finger is on what number--no peeking.

444
555
666
445
554
445
554
664
665
446
445
554
556
664

456
654
456
654
455
466
554
665
664
564
465
645
654
556

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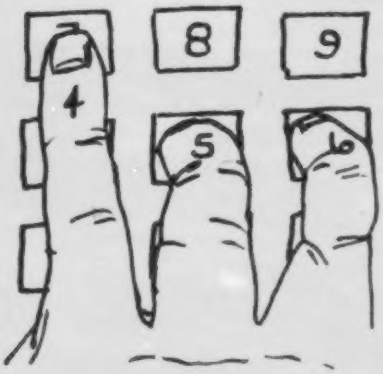
564
456
546
465
654

404
505
606
456
450
540
650
604
506
605
450
460
540
650

506
605
506
504
405
605
504
506
405
465
605
506
405
564

450
540
650
540
460
650
440
550
660
650
640
560
450
450

Now take the tape, tear it off of your machine. Lay the tape down beside the figures on this sheet of paper and make sure the numbers you put on the tape are the ones that are in the above columns. This is the way you can be sure you have not made any errors. If you made any mistakes, redo that column of figures, tear off the tape and compare it with the ones above.



You are now ready to learn some other keys. Let's do the 7, 8, 9. Take the finger on the 4, move it UP to the 7 and strike the 7, then bring it back to the 4. You kept the 5 and 6 finger on those keys, didn't you?

Now move the 5 finger UP to the 8. Do not move the 4 and 6 finger. After you strike the 8 be sure you bring your finger back to the 5.

Next we are ready for the 9 key. That's right, the 6 finger goes up and strikes the 9. Now you MUST remember where they are because you are NOT allowed to look at your hand.

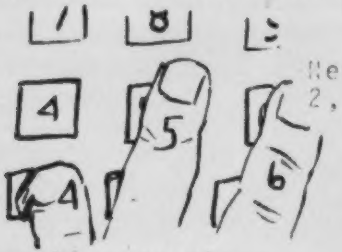
More problems! Use the touch method, you must NOT look at your hands or the keys. It will take a long time now, but with practice you will be able to just fly.

945	470	758	789	445	700	456
894	580	678	567	556	900	567
479	690	547	746	776	810	678
957	468	658	479	886	709	789
567	579	907	579	997	405	890
789	680	569	994	779	605	904
968	978	758	444	987	708	905
489	657	789	666	877	909	654
974	847	987	888	766	405	765
894	956	654	555	455	660	876
740	666	456	999	557	550	778
807	907	468	777	900	909	886

NOW take the tape off of the machine, lay it down beside the columns above and compare to make sure you have NOT made a mistake. If you have, do the column again.

Ready for more? That leaves the 2, 3, 4.

Take the 4 finger, reach DOWN to the 1, now take the finger back to the 4. You MUST keep the 5 and 6 finger in place when you do this. DO NOT lose your home keys.



Next, take the 5 finger, reach down to the 2, then return to the 5.

Last of all, take the 6 finger down to the 3, strike it and return to the 6.

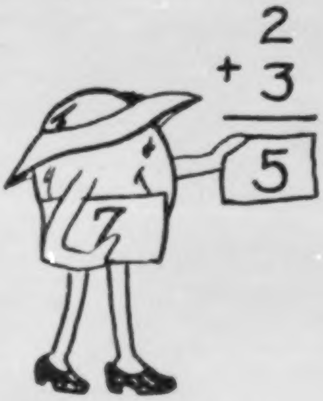
Practice on these.

142	222	234	245	191	111	981
256	111	345	564	272	222	783
362	333	456	367	383	333	324
414	414	616	289	147	444	151
525	141	626	175	123	242	352
636	252	536	236	345	121	186
111	525	146	389	532	211	583
222	363	135	832	143	313	729
333	636	121	191	133	344	716

Let's practice a lot of these. Remember you must not look at the machine or your fingers. This is cheating and you will NEVER get any speed if you don't do it right.

Keep your eyes on the column of figures, and use your other hand to keep your place in the column. This time we are going to ask you to put the answers at the bottom of the column. Then check. If you find an error, you are to redo that column and change the total

1	2	3	4	5	6
123	654	89	284	1.849	1.936
123	654	89	284	1.849	1.936
123	654	89	284	1.849	1.936
123	8.790	203	284	1.849	1.936
4.467	8.790	12	284	1.849	8.274
4.467	8.790	421	284	361	8.274
4.467	321	421	163	361	8.274



7	8	9	10	11	12
1.643	14.781	43.827	11.164	56.220	38.704
1.643	14.781	43.827	11.164	56.220	38.704
1.643	14.781	43.827	11.164	56.220	38.704
1.643	14.781	48.372	10.913	483	38.704
5.869	14.781	22.430	10.913	68.275	77.535
5.869	26.419	22.430	10.913	68.275	77.535
5.869	26.419	22.430	10.913	68.275	77.535
5.869	26.419	22.430	20.078	7.760	77.535

1 163 + 336 + 91 + 219 + 7.502 + 2,953 + 912 =
2 475 + 175 + 117 + 6.432 + 2.584 + 915 + 196 =
3 221 + 148 + 797 + 890 + 911 + 122 + 841 =
4 131 + 777 + 920 + 3.687 + 25 + 420 + 722 =
5 89 + 501 + 707 + 351 + 876 + 65 + 158 =
6 456 + 987 + 1,230 + 1.556 + 298 + 11 + 2.395 =
7 198 + 49 + 2.354 + 463 + 775 + 1,988 + 250 =
8 612 + 554 + 603 + 97 + 166 + 2.549 + 175 =
9 685 + 1.654 + 765 + 99 + 761 + 158 + 393 =
10 450 + 321 + 798 + 159 + 753 + 128 + 140 =
11 797 + 1.009 + 91 + 2.234 + 556 + 351 + 108 =
12 764 + 543 + 500 + 871 + 120 + 429 + 475 =

You've gotten pretty good when it comes to adding. Now let's learn how to subtract. It's just as easy but you will have to learn where the subtraction key is and then never look again.

See it? It's the one with the "-" on it.

To subtract you enter the top number with the + bar. (This puts the minuend in your machine.) Now enter the number on your keyboard that you wish to subtract. Now strike the subtraction bar (-). (This enters the subtrahend in the machine and tells the machine to subtract.)

Now hit the total key. That's the answer (or difference.)

Again: enter the minuend 478,756 & hit the + bar
enter the subtrahend 2,988 & hit the - bar

now hit the total bar.
Enter - - - - 478,756 ----hit + bar
Enter - 2,988 ----hit - bar
hit total bar 475,768 ----appears on tape

Just like magic.

Do the following problems. NO LOOKING AT FINGERS.

1	2	3	4	5	6
235 – 148	643 – 187	1,864 – 1,600	7,598 – 1,763	2,673 – 1,989	736 – 598
7	**8**	**9**	**10**	**11**	**12**
942 – 508	522 – 414	841 – 740	2,583 – 1,998	8,431 – 1,590	654 – 105
13	**14**	**15**	**16**	**17**	**18**
1,853 – 1,419	909 – 490	1,958 – 1,594	483 – 193	7,039 – 1,899	1,759 – 1,589
19	**20**	**21**	**22**	**23**	**24**
3,345 – 1,957	2,796 – 1,339	1,456 – 1,371	2,085 – 1,501	8,808 – 7,711	3,551 – 2,950

There are three or four more pages of practice problems for you to work on. There are no answers because we feel you should be able to check your own work. You may even do each problem two times as a double check if you would like. Just be sure each problem is correct.

When you finish practicing, please go to the last page before the attitude sheet (this is the pink one at the end), and complete those problems while your teacher watches. She/he is just checking to make sure you can do the problems without looking at your hands. You may be asked to tell just which key and bar does what, so be ready.

5.69
8.54
7.78
8.45
5.74
4.98
5.48
14.84
36.49
9.94
5.57
24.75
62.04
7.00
14.53
81.98
.15
20.87

6.59
9.86
6.54
4.78
8.97
7.56
.25
14.59
36.54
47.82
9.03
31.10
.95
4.88
10.05
9.84
66.53
32.21

8.57
9.56
6.45
5.97
7.84
4.45
8.00
45.64
12.85
.47
70.20
96.82
75.58
81.10
46.06
.90
65.[illegible]
30.00

12.56
52.39
65.87
74.63
28.75
30.64
47.14
58.25
69.36
63.96
52.85
41.74
20.00
14.78
62.35
71.20
58.05
96.00

87.04
60.50
19.11
42.88
75.33
20.00
40.71
50.82
60.93
41.70
58.20
69.30
11.25
30.75
47.89
15.60
72.46
63.04

74.12
25.89
96.32
25.87
78.54
41.25
14.58
87.45
56.96
63.25
93.32
21.47
40.05
37.87
15.00
56.48
82.50
78.09

58.96
63.25
58.74
87.52
45.65
70.10
51.46
10.23
45.50
65.87
74.52
23.69
51.86
43.75
18.02
33.60
27.99
65.43

25.00
64.79
80.03
15.98
52.60
31.15
44.87
17.65
25.99
39.48
48.54
66.76
10.00
55.68
37.40
29.33
41.75
12.10

75.59
84.08
93.30
52.87
78.25
60.00
56.73
98.54
41.59
36.21
75.06
87.90
45.06
22.79
18.40
59.68
64.50
70.00

44.96
85.21
10.15
71.36
28.83
39.54
25.47
47.78
65.85
36.59
6.96
16.69
75.15
29.80
37.44
14.95
56.22
80.77

.45
62.57
3.00
450.00
237.50
112.77
88.40
6.09
279.80
53.27
68.41
151.55
39.48
320.57
46.87

22.44
9.90
.60
150.37
86.43
95.95
42.11
78.88
8.01
250.00
47.76
33.04
156.99
18.54
9.20

316.00
8.95
23.42
111.67
28.05
299.77
66.10
37.66
456.54
90.00
321.48
36.66
114.33
85.50
466.75

525.98
203.46
35.55
138.00
770.43
46.74
234.50
88.65
77.99
456.66
33.42
124.22
69.08
255.17
96.87

4.67	33.44	.55	4.57	233.74
63.11	8.55	62.00	89.10	8.80
35.66	47.66	4.56	2.55	56.70
5.79	2.37	23.44	8.88	423.44
53.22	5.88	6.43	236.45	9.25
6.42	43.22	45.66	8.96	575.00
9.77	63.44	87.33	55.31	432.00
43.11	75.33	123.22	79.52	44.55
8.75	56.66	8.09	466.18	6.89
68.88	9.87	69.75	95.44	87.40
32.22	14.44	344.31	7.00	355.24
4.79	6.53	78.45	126.50	98.66
1.44	27.88	200.00	347.86	5.05
52.22	12.33	66.50	32.43	267.54
36.55	55.66	320.69	29.78	88.63

16	17	18	19	20	21
63.25	1.49	10.98	123.45	15.45	.49
172.18	1.49	10.98	789.65	209.88	.49
1.95	86.05	10.98	221.12	7.95	4.95
1.95	7.75	10.98 –	410.25	7.95	49.50
1.95	33.12	7.30	1.75	7.95	1.78
206.80	94.58	86.65	1.75	7.95 –	383.20
55.46	160.20	2.45	1.75	14.74	125.00
.98	227.11	2.45 –	1.75	183.66	3.32
.98	189.67	2.54	17.50	9.98 –	17.05
.98	9.95	95.03	17.50	9.98	374.89
3.65	9.95	33.88	241.78	9.89	286.17
281.37	9.95	16.57	105.00	275.50	57.57
159.78	9.95	16.57 –	1.50	190.43	57.57 –
40.05	9.95	16.75	1.50	63.21	57.67

1	2	3	4	5
76.43	809.43	867.52	3672.46	800.75
– 9.64	– 632.22	– 123.74	– 463.00	– 245.40

9	10	11	12	13
148.76	475.67	66.50	187.11	246.18
93.18 –	864.43	276.91	68.03 –	34.22 –
12.50	95.00	9.43 –	144.87	172.33 –
6.37 –	168.34	194.87	27.19 –	270.06
11.05	236.55	243.66 –	73.62	46.10 –
69.34	200.68 –	81.59	50.04 –	455.34
.65 –	86.75 –	126.00 –	116.88	106.69
25.00	144.00 –	287.05	59.25	118.50

The sub-total key is used to take a total, but it leaves this amount in the machine and allows you to add other figures to it.

Perhaps you want to know how many sales you had in one department but want to add another department to it before totaling.

1
112.57
10.67
8.98
ST
46.30
7.52
9.25
80.00
T

2
35.63
.95
ST
2.76
46.00
77.18
129.59
300.66
T

3
.78
4.50
1.96
83.00
6.54
ST
200.17
68.08
T

4
168.09
15.73
6.00
74.50
ST
31.98
51.37
.61
T

5
388.16
412.93
60.05
4.12
2.58
854.45
ST
10.80
T

6
103.16
522.83
18.75
6.11
ST
700.89
3.09
66.41
T

7
66.43
159.12
10.58
203.39
ST
36.55
291.66
832.17
66.52
ST
104.78
287.96
18.20
T

8
72.25
50.38
193.06
ST
65.44
46.79
2.00
500.11
ST
7.98
266.15
98.50
174.29
T

9
2.86
11.55
ST
7.80
60.75
77.27
2.03
40.07
156.14
73.85
ST
231.45
80.00
T

10
32.52
21.25
8.94
10.00
ST
6.57
41.89
20.25
ST
214.30
58.64
137.90
202.85
T

11
8.11
15.43
90.85
1.48
3.00
ST
86.32
1.50
1.98
19.95
ST
86.41
29.35
T

12
5.54
10.96
33.21
8.85
52.69
4.50
ST
86.84
73.11
ST
28.43
67.75
43.08
T

14
478.68
− 673.42
CR

15
890.76
−1236.43
CR

16
673.94
− 847.66
CR

17
4.75−
18.64
9.20
25.89−
CR

18
33.56−
18.19−
5.85
29.98
CR

19
7.71
56.00
49.95
188.54−
CR

Your machine will automatically give you a credit balance.

A credit balance is when you take a big number away from a little number.

In business this could mean you owe this amount instead of have this amount.

This is it. Now you have to prove and demonstrate that you can do all this work without looking at your fingers. Boy, this could really be rough if you have not done it right all the time. Are you ready for this?

Yes--go tell your teacher you would like for her/him to see how well you have progressed.

NO!! Well, it looks like you need to go back and practice some other problems. Just go back and redo the practice sheets. AND this time be sure you don't look at those fingers. Also, try to speed up the work each time you do a problem.

Here's the work to be observed.

ADD:

#1.	#2.	#3.	#4.	#5.
.41	4,519.26	382.35	143.47	80.74
3.46	.75	.85	39.75	3.60
17.49	91.32	16.42	263.68	141.57
157.47	32.71	.83	1.28	59.98
75.50	114.69	254.85	6.57	.97
2.25	.98	5,148.63	93.12	3,989.79
8,225.75	25.84	.76	172.42	.60
72.70	[illegible]	652.32	9,278.85	85.35
126.43	19.63	304.43	.88	776.20
71.25	8.47	9.62		69.98
.12				8,093.88

SUBTRACT:

#1	#2.	#3.	#4.	#5.	#6
15.90	18.37	51.30	91.82	75.58	825.50
-7.05	-9.10	-36.06	-61.00	-15.09	-52.75

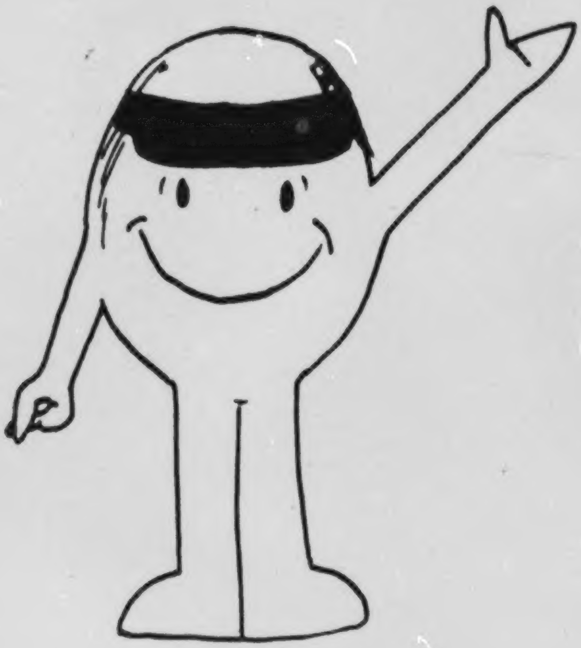
COMBINED OPERATIONS

(Do the following problems following operation as indicated in each problem. -- If there is no sign before the number, you are to add.)

#1.	#2.	#3.
30.50	5.25	10.10
93.91-	75.51	202.22-
840.60	87.66-	333.44
25.00	1.89	123.44
26.90-	7.82-	472.79-
71.11	7.26	889.23
999.99	172.36	146.97
77.70-	111.11-	326.78-

Peep has his fingers crossed that you got them all right.

See you later.



Name ______________________

Occupational Cluster & Number BUSINESS & OFFICE XLIII

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Working with the 10-key adding machine					
2. Learning which finge to use on the keys					
3. Being able to add without looking					
4. Reading about jobs that use the machine					
5. Checking my own work for errors					
6. Demonstrating the use of the 10-key					
7. ____					
8. ____					
9. ____					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ______________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Secretarial and related*

*Representative Job Titles with DOT Code

Executive Secretary	201.368
Social Secretary	201.268
Political Secretary	201.368
Secretary	201.368

OCCUPATIONAL TASK: Preparing an agenda

OCCUPATIONAL COMPETENCY: Given the necessary information, the student will be able to accurately and neatly prepare an agenda.

LEARNING OBJECTIVES

Upon completion of the learning activities, the students will be able to: learn about the secretary's responsibilities in preparing for a meeting, prepare an agenda, and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained; but if you wish, you may consult any secretarial procedures book for additional material.

PREPARING AN AGENDA

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of: pen and typing paper.

3. If you wish additional information before giving this packet to a student, you should read the introductory pages to the student's packet.

EVALUATION PROCEDURES

Use the agenda the student will turn in upon completion of the packet to determine how well the student has done. An attitude sheet will also be turned in by the student upon completion of the packet. This will help in determining interest in a career involving this skill.

ANSWER KEY

A copy of the agenda the student will turn in is shown on the next page. The student's agenda should be similar in form and wording to the one given on the next page.

WELLS MANUFACTURING COMPANY

Agenda for the Board of Directors Meeting

October 15, 1976

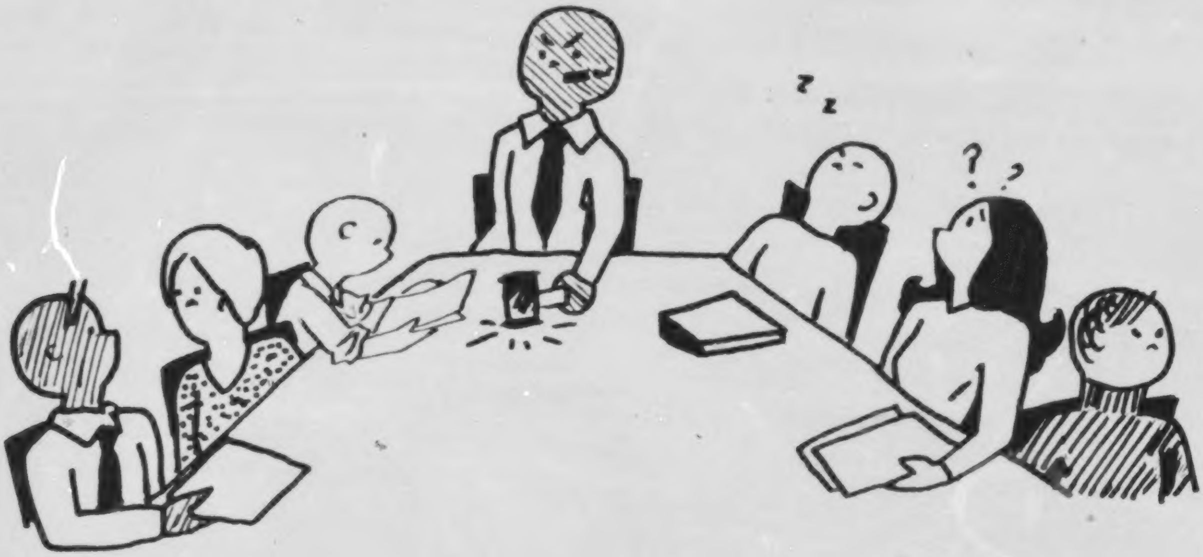
1. Call to order	Floyd Young
2. Reading and Approval of Minutes	Fred Jones
3. Reports of Officers	
President's Report	Samuel Shafer
Vice-President's Report	Larry Tawney
Treasurer's Report	Steve Carper
4. Reports of Special Departments	
Personnel Policies	Tim Lucas
Marketing Analysis	John Perry
Advertising Campaign	June Humphreys
5. Unfinished Business	Don Stevens
6. New Business	
Presentation of new hospitalization plan	Nancy Turner

PREPARING AN AGENDA

Upon completion of the learning activities, you will be able to: know about the secretary's responsibilities in preparing for a meeting, prepare an agenda, and have a chance to find out if this type of work suits you.

DB

This is what can happen at a
meeting when no one
knows what is going on....



Have you ever been to a meeting where nobody seemed to know what was going on? All this confusion could have been avoided if a list of things to be discussed had been made before the meeting.

This type of list is known as an agenda. It gives the person in charge of the meeting, as well as the participants in the meeting, something to follow so that the meeting will function smoothly. It also enables the person in charge of the meeting to make sure nothing important is left out.

In an office, it is usually the secretary's responsibility to see that the agenda is typed and copies made. The secretary has other responsibilities in getting ready for a meeting for the employer. In handling the preparations for a meeting, the secretary will find that he or she may be responsible for obtaining a meeting room, sending out notices of the meeting to the people who are to attend, making flight and hotel arrangements if necessary for some of the participants, as well as other items which will be discussed in the packet.

Personal qualities that the secretary will need are: being able to talk with people, knowing how to make travel and hotel reservations, being able to use the telephone effectively, making decisions on her or his own when necessary, as well as performing the regular secretarial skills with accuracy and efficiency.

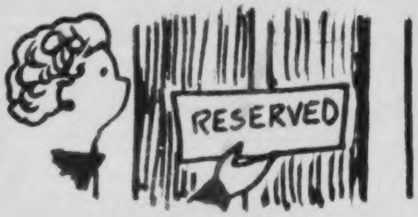
Classes that would be helpful in this area include: typing and shorthand, business communications, and secretarial office practice.

LEARNING ACTIVITIES

If you decide to become a secretary, you may find that your boss will participate in various meetings. Some may be small and informal; others may be larger meetings that need to be held in a company conference room which will hold as many as 20 to 50 people. The secretary must be prepared to help the employer in planning and making arrangements for different types of meetings.

Let's take a look at some of the advance preparations that the secretary may need to do for a meeting.

One of the first resonsibilities will be to find a meeting room. If it is a large meeting, the secretary will need to reserve the conference room ahead of time to be sure that it will be available when needed.



The next thing the secretary will need to do is to notify the people who need to attend the meeting. If the group is small and the people live close enough, this may be done by telephone calls. If the group is large or the people are from out of town, sending notices would be more appropriate. The notices may be sent on a post card, in a letter, by using a memorandum, or a printed announcement. Whatever means is used, the secretary must be sure that all the necessary information is listed concerning the time, date, place, and purpose of the meeting.

The information on a post card might be similar to the one shown at the right.

MEETING: Administrative Management Society

TIME: September 14, 7 p.m.

PLACE: Hayes Manufacturers, Conference Room

SPEAKER: J. P. Hall, President of United Metals, "The State of Businesses Today."

The next step the secretary might do would be to prepare an agenda for the meeting. An agenda is a list of items that are to be discussed during the meeting. An example of an agenda is shown below:

FRANKLIN, INC.

Agenda for Interdepartmental Meeting

September 14, 1976

1. Call to order . . . . James Allen
2. Reading and Approval of Minutes . . . . . Joan Duncan
3. Committee Reports
    - Employee Vacations . . . . Tim Aheart
    - Overtime Work. . . . . Dennis Mitchell
    - Regulations. . . . . Carol Holmes
4. Unfinished Business . . . . George Thomas
5. New Business
    - Presentation of New Life Insurance Plan . . . . Shirley Smith

In just a little bit you will make out an agenda for a meeting your boss will be conducting. Before doing that, let's see what other responsibilities a secretary may need to do in preparing for the meeting.

The secretary is usually responsible for seeing that the room where the meeting is to be held is properly arranged with enough furniture, pitchers of water and glasses, note pads and pencils, ash trays, and whatever other items might be necessary. The secretary may also be called upon to make arrangements for serving coffee and refreshments during the meeting.

Do you think you are ready to prepare an agenda for your boss? GOOD!!

You are working for the Wells Manufacturing Company and your boss, Floyd Young, is in charge of the meeting for the board of directors to be held on October 15, 1976. Your boss has asked you to help him by making out the agenda from the information he has given you. You will find this information on the next page.

When you prepare the agenda, you should follow the format of the one shown on page 3. Make sure you write only the words that are necessary and that you capitalize words or letters where necessary. An agenda is usually typed, but you may write yours out using an ink pen. Make sure your work is neat.

You may want to write your copy out first on your own paper and then write it neatly on the next page in the packet to turn into your teacher.

You can obtain the facts for the heading of the agenda by rereading the last paragraph on page 3.

Here is the information that your boss gave you:

1. I will make the call to order

2. The reading and approval of the minutes will be handled by Fred Jones.

3. reports of officers will be as follows:

   president's report - Samuel Shafer
   vice-president's report - Larry Tawney
   treasurer's report - Steve Carper

4. reports of special departments will be as follows:

   personnel policies will be done by Tim Lucas; marketing analysis will be given by John Perry and the advertising campaign will be discussed by June Humphreys

5. unfinished business will be conducted by Don Stevens

6. Under new business will be a presentation of new hospitalization plan by Nancy Turner.

Use the space below to write your agenda.

When you finish, do the attitude sheet on the next page and turn it in, along with the agenda, to your teacher.

Name ____________________

Occupational Cluster & Number Business & Office XLIV

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Learning about preparing for a meeting					
2. Making decisions about the wording of the agenda					
3. Writing the agenda					
4.					
5.					
6.					
7.					
8.					
9.					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ____________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Secretarial and related*

*Representative Job Titles with DOT Code

Legal Secretary	201.368
Lawyer	110.108
Secretary	201.368
Real estate agent	250.358

OCCUPATIONAL TASK: Filling in a deed

OCCUPATIONAL COMPETENCY: To be able to fill in a deed with the necessary information that is given.

LEARNING OBJECTIVES

Upon completion of the learning activities, the students will be able to: fill out a deed, realize the importance of accuracy and neatness in legal documents, and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained; but if you wish, you may consult any secretarial practice or business law book for additional information.

FILLING IN A DEED

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable and pink sheets are consumable.

2. Gather necessary materials which will consist of: ink pen (typewriter if the student has had typing).

3. If you wish additional information on this subject, you may wish to read the introductory pages to the student's packet.

EVALUATION PROCEDURES

Upon completion of the packet, the student will turn in a deed that he or she has completed accurately and neatly. An attitude sheet will also be turned in which will help in determining interest in a career involving this skill.

ANSWER KEY

You will find a copy of the deed the student will turn in on the next page. The student's copy should be judged for both neatness and accuracy.

STATUTORY WARRANTY DEED

THE GRANTOR Tom P. Smith and Jill W. Smith, wife

in consideration of Thirteen thousand and no/100 dollars

in hand paid, conveys and warrants to Bill L. Summers and Jane C. Summers, his wife

the following described real estate, situated in the county of Wood *State of West Virginia.*

Lot Twenty (20), in Section Eight (8) Extension, Marigold Manor Subdivision, as shown upon a map of the same filed and recorded in the office of the Clerk of the County Court of Wood County, West Virginia, in Deed Book 1005, at page 562.

Real Estate Sales Tax was paid on this sale on January 15, 1976 *.Rec.No.* 24013

Dated this fifth *day of* December , 19 76.

STATE OF WEST VIRGINIA,

County of Wood } *ss.*

On this day personally appeared before me Tom P. Smith and Jill W. Smith, wife *to me known to be individuals described in and who executed this deed, and acknowledged that* they *signed the same as* their *free and voluntary act and deed.*

GIVEN *under my hand and official seal this* 5th *day of* December , 19 76.

Notary Public in and for the State of West Virginia

BO XLV (c)

FILLING IN A DEED

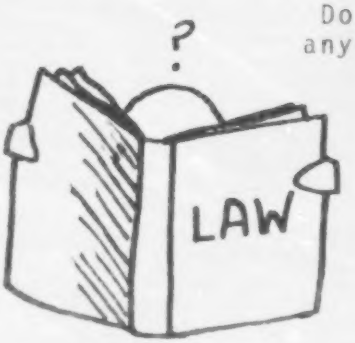
Upon completion of the learning activities, you will be able to: fill out a deed, realize the importance of accuracy and neatness in legal documents, and have a chance to find out if this type of work suits you.

D8

Can you keep
a secret?

COURT
CALENDAR

Do you know
anything about
law?



If you are interested in law, you may find the career of a legal secretary interesting and challenging. The legal secretary may work for one attorney, law partners, or for a large corporation. He or she may also find employment in legal departments of banks, insurance companies, real estate firms, and federal, state and municipal courts.

A legal secretary needs to have a thorough general education, as well as courses in business communications, business law, accounting, typing, shorthand, and secretarial procedures. This type of secretary must be able to prepare common legal papers; such as, wills, deeds, titles, abstracts and briefs.

Personal qualities needed are: being accurate in all work, to be poised and able to handle confidential matters, being able to get along with all types of people, and being attractive in appearance and grooming. Proficiency in all the secretarial skills (typing, shorthand, filing, etc.) is also necessary.

The duties of a legal secretary include: taking dictation and transcribing from notes, handling correspondence and telephone calls, making appointments, preparing and filing legal documents, doing research work, conducting interviews, and keeping accurate control of the employer's court calender and vital dates which are connected with each client's legal proceedings.

LEARNING ACTIVITIES

You will be working as a legal secretary for William Fredericks who is an attorney for the law firm of McGrew and Partners. As part of your duties, you must prepare several different types of legal documents for clients of Mr. Fredericks.

In this particular packet, you will be responsible for preparing a deed. A deed is a legal document which shows the transferring of land from one person to another. The deed will consist of a legal description of the property that is being sold, the persons involved in the transaction, the location of the land, the date of the transaction and the amount of money involved.

Before looking at an example of a deed, there are a couple of points that need to be stressed. It is very important that any legal document be prepared neatly and accurately. Can you imagine how upset your boss would be if you handed him a document with smudges and smears all over it???

Whenever you finish preparing a legal document, you should proofread it to make sure that it is perfect. You should carefully check all names, dates, and amounts of money to be sure that they have been entered correctly. In typing these items, you should be careful not to make a mistake so there can be no question later of something being changed.

Let's take a look now at an example of a deed on Worksheet A on the next page which shows the selling of land by Tom and Mary Adams to Fred and Pam Doss. Read over the deed carefully so you are familiar with the different parts and then turn to page 4 in this packet.

WORKSHEET A

STATUTORY WARRANTY DEED

THE GRANTOR Tom J. Adams and Mary T. Adams, wife

in consideration of Twelve thousand and no/100 dollars

in hand paid, conveys and warrants to Fred P. Doss and Pam M. Doss, his wife

the following described real estate, situated in the county of Kanawha *State of West Virginia.*

Lot Forty-one (41) in the Northbend Subdivision, in Block 39, Lake Forest Addition in the County of Kanawha and State of West Virginia, as per map thereof recorded in the office of the Clerk of the County Court of Kanawha County, West Virginia, in Deed Book 985, at page 256.

Real Estate Sales Tax was paid on this sale on February 18, 1976 *.Rec. No.* 23081

Dated this tenth *day of* October *, 19*76*.*

STATE OF WEST VIRGINIA,
County of Kanawha *) ss.*

On this day personally appeared before me Tom J. Adams and Mary T. Adams, wife *to me known to be individuals described in and who executed this deed, and acknowledged that* they *signed the same as* their *free and voluntary act and deed.*

GIVEN under my hand and official seal this 10th *day of* October *, 19*76*.*

Notary Public in and for the State of West Virginia

(Turn to the next page)

Do you think you can prepare a deed similar to the one you just looked at? I bet you can do a really good job!!

Since you may not have had typing, you will be allowed to print the deed neatly using an ink pen. You probably noticed that in some parts of the form you are limited in the space you have to write in so you will need to be careful in the size of your letters.

Before you start, let me again stress the importance of being neat and accurate.

Your boss, Mr. Fredericks, gave you the following information and asked you to prepare a deed. You will find the form for the deed on the next page.

> John C. Hill and his wife Helen P. Hill are selling land to Dale R. Jones and his wife Joan D. Jones for the amount of eleven thousand dollars.
>
> The real estate is located in Jackson County, West Virginia.
>
> The description of the lot is as follows:
>
> > Lot Nineteen (19), in Section Four (4) Extension, Whispering Springs Subdivision, as shown upon a map of the same filed and recorded in the office of the Clerk of the County Court of Jackson County, West Virginia, in Deed Book 1005, at page 348.
>
> The real estate taxes were paid on April 15, 1976. Rec. No. 54314.
>
> Use the date of November 5, 1976 for the date of the transaction.

STATUTORY WARRANTY DEED

THE GRANTOR

in consideration of

in hand paid, conveys and warrants to

the following described real estate, situated in the county of State of West Virginia.

Real Estate Sales Tax was paid on this sale on . Rec.No.

Dated this day of , 19 .

____

____

STATE OF WEST VIRGINIA, }
County of } ss.

On this day personally appeared before me
to me known to be individuals described in and who executed this deed, and acknowledged that signed the same as free and voluntary act and deed.

GIVEN under my hand and official seal this day of , 19 .

____
Notary Public in and for the State of West Virginia

(Turn now to page 6)

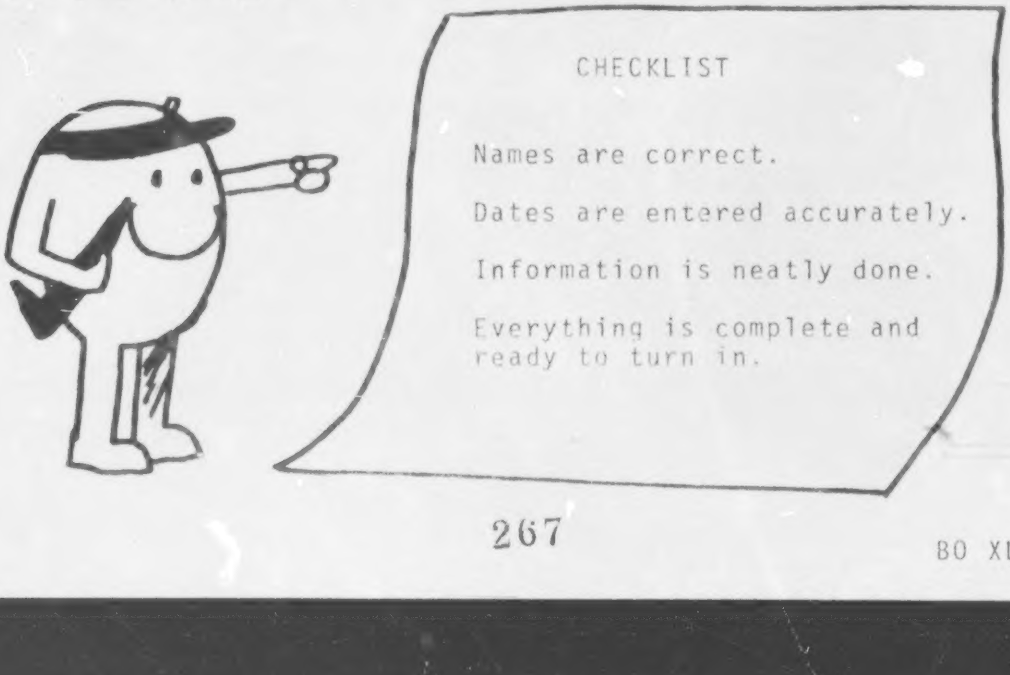
Now that you have finished, you can check your form with the one shown on the next page. When you finish, turn back to this page.

Now that you know you can fill out a deed, how about doing one more to turn in to show your teacher how well you have done. You will find the form to do this deed on by turning to page 8.

You have been given the following information:

> Tom P. Smith and his wife Jill W. Smith are selling land to Bill L. Summers and his wife Jane C. Summers. The land is being sold for thirteen thousand dollars and it is located in Wood County, West Virginia.
>
> The description of the lot is:
>
> > Lot Twenty (2), in Section Eight (8) Extension, Marigold Manor Subdivision, as shown upon a map of the same filed and recorded in the office of the Clerk of the County of Wood County, West Virginia in Deed Book 1108, at page 562.
>
> The real estate taxes were paid on January 20, 1976. Rec. No. 24013.
>
> The date of this transaction is December 5, 1976.

When you finish the deed, do the attitude sheet at the end of the packet. Turn the deed and the attitude sheet both into your teacher.



CHECKLIST

Names are correct.

Dates are entered accurately.

Information is neatly done.

Everything is complete and ready to turn in.

STATUTORY WARRANTY DEED

THE GRANTOR John C. Hill and Helen P. Hill, wife

in consideration of Eleven thousand and no/100 dollars

in hand paid, conveys and warrants to Dale R. Jones and Joan D. Jones, his wife

the following described real estate, situated in the county of Jackson *State of West Virginia.*

Lot Nineteen (19), in Section Four (4) Extension, Whispering Springs Subdivision, as shown upon a map of the same filed and recorded in the office of the Clerk of the County Court of Jackson County, West Virginia, in Deed Book 1005, at page 348.

eal Estate Sales Tax was paid on this sale on April 15, 1976 *. Rec.No.* 54314

Dated this fifth *day of* November *, 19*76.

STATE OF WEST VIRGINIA,
County of Jackson) *ss.*

On this day personally appeared before me John C. Hill and Helen P. Hill, wife *to me known to be individuals described in and who executed this deed, and acknowledged that* they *signed the same as* their *free and voluntary act and deed.*

GIVEN *under my hand and official seal this* 5th *day of* November *, 19*76.

Notary Public in and for the State of West Virginia

STATUTORY WARRANTY DEED

THE GRANTOR

in consideration of

in hand paid, conveys and warrants to

the following described real estate, situated in the county of *State of West Virginia.*

al Estate Sales Tax was paid on this sale on *. Rec. No.*

Dated this *day of* *, 19 .*

STATE OF WEST VIRGINIA, } *ss.*
County of

On this day personally appeared before me
to me known to be individuals described in and who executed this deed, and acknowledged that *signed the same as* *free and voluntary act and deed.*

GIVEN under my hand and official seal this *day of* *, 19 .*

Notary Public in and for the State of West Virginia

Name ____________________

Occupational Cluster & Number Business & Office XLV

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Preparing a deed					
2. Having to be careful not to make a mistake					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
	Yes	No			
10. Are you now aware of jobs using these skills or activities?					
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ____________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Clerical and related; Secretarial; Accounting and related*

*Representative Job Titles with DOT Code

Dental Receptionist	237.368
Medical Receptionist	237.368
Cashier	211.368
Clerk	219.388

OCCUPATIONAL TASK: Making out a receipt

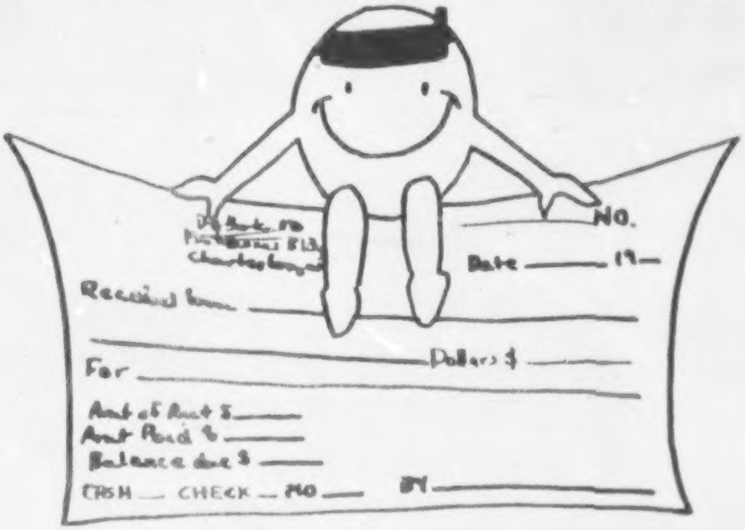
OCCUPATIONAL COMPETENCY: Be able to fill out a receipt accurately and neatly for patients.

LEARNING OBJECTIVES

Upon completion of the learning activities, the students will be able to: fill out a receipt accurately and neatly for patients in a medical office and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained; but if you wish, you may consult an office practice book for additional information.



MAKING OUT A RECEIPT

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable and pink sheets are consumable.

2. Gather necessary materials which will consist of: pen.

3. If you wish additional information on this packet, you might want to read the introductory pages to the student's packet.

EVALUATION PROCEDURES

Upon completion of the learning activities, the student will turn in a receipt that he or she has completed. An attitude sheet will also be turned in which will help in determining interest in a career involving this skill.

ANSWER KEY

Below is the answer key to the receipt the student will turn in upon completion of the packet.

T. R. Adams, M. D.
Professional Building
Charleston, WV 25301

NO. 143

DATE (Current date) 19___

RECEIVED FROM Mark McDougal

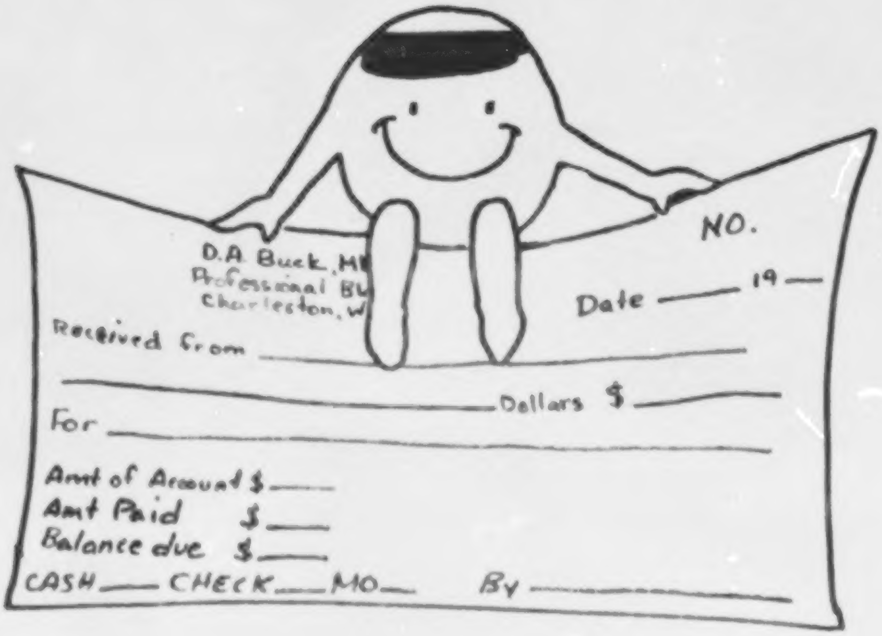
Eighteen and no/100 ———— DOLLARS $ 18.00

FOR physical & blood test

AMOUNT OF ACCOUNT $ 30.00
AMOUNT PAID.......$ 18.00 THANK YOU.
BALANCE DUE.......$ 12.00

CASH ✓ CHECK __ M.O. __ BY (Student's name)

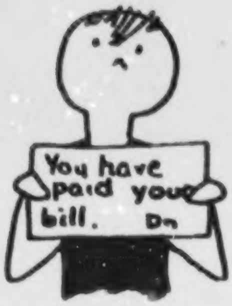
MAKING OUT A RECEIPT


NO.
D.A. Buck, M
Professional B
Charleston, W
Date ____ 19__
Received from ____________
____________ Dollars $______
For ____________
Amt of Account $____
Amt Paid $____
Balance due $____
CASH ____ CHECK ____ MO ____ By ____________

Upon completion of the learning activities, you will be able to: fill out a receipt accurately and neatly for patients in a medical office and have a chance to find out if this type of work suits you.

DB

WHY DO PEOPLE NEED RECEIPTS???


You have paid your bill. Dr

As proof of payment

US INCOME TAX

For income taxes

For business purposes

Many times when customers pay on their accounts they will request a receipt showing the amount of money they have paid, especially if they have paid in cash. In some businesses, a receipt will automatically be given when a person pays on her or his account.

There are several reasons why a person might need a receipt. If a person is on a business trip, he or she may need to have a receipt to show as proof of the money that he or she spent so that the company will reimburse (pay back) them. People will need receipts for income tax purposes, especially to show proof of medical and dental bills. If you travel for a community organization, you may need receipts to show for the money you have spent on gasoline and toll tickets.

Some careers in which you might need to know how to do a receipt would include the following: receptionist in a medical or dental office, a cashier of a business, a general clerk in a business or a clerk in a drugstore.

In this packet, you will be working as a receptionist in a medical office. The duty you will be performing involves writing receipts for patients, but let's look now at what other duties a medical receptionist may have to do. He or she may be responsible for sending out monthly statements, answering the telephone, scheduling appointments, filling out cards on patients, greeting patients, filling out insurance forms, and sometimes assisting the doctor.

Personal qualities that are necessary for a medical receptionist are: to be courteous, understanding, and tactful; to be able to write and talk intelligently; to type accurately; and to know the workings of a medical office. Another very important quality that is necessary is that the secretary be able to keep all medical records and information on patients strictly confidential.

Classes in high school that would be helpful if you are thinking of becoming a medical receptionist are: typing, business math, business communications, and office practice.

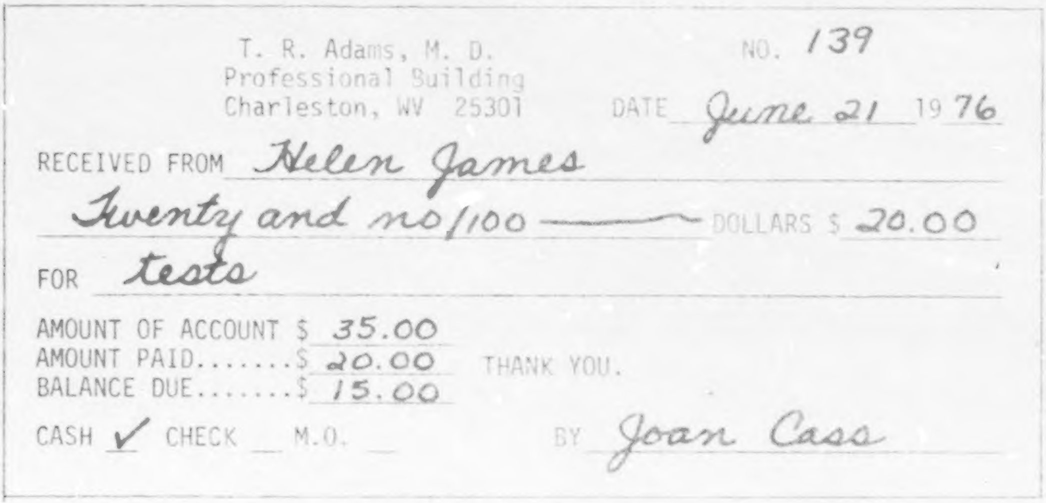
LEARNING ACTIVITIES

You are working as a medical receptionist for Dr. T. R. Adams, who is a doctor in Charleston, West Virginia.

Dr. Adams sees several patients each day who have a variety of aliments. Since you are the first person the patients see when they enter the office, you must be sure to make a good impression. This means that you should always try to be cheerful and greet the patients pleasantly.

After the patients see the doctor, several of them will want to pay on their accounts. Some patients may even drop in the office to pay on their accounts when they do not want to see the doctor. Whenever a patient pays on his or her account, you need to fill out a receipt for them. Dr. Adams has a policy of giving everyone a receipt when they pay on their accounts, whether they pay by check or with cash.

Let's look at an example of the type of receipt that Dr. Adams uses in his office:



T. R. Adams, M. D.
Professional Building
Charleston, WV 25301

NO. 139

DATE June 21 1976

RECEIVED FROM Helen James

Twenty and no/100 ——— DOLLARS $ 20.00

FOR tests

AMOUNT OF ACCOUNT $ 35.00
AMOUNT PAID.......$ 20.00
BALANCE DUE.......$ 15.00

THANK YOU.

CASH ✓ CHECK ___ M.O. ___

BY Joan Cass

By looking at this receipt, we can learn several things.

First of all, we know that Helen Adams paid $20.00 on her account in cash. We can also readily see that she still owes $15.00 more. This will enable her to know exactly what she still needs to pay in case she forgets.

Usually when receipts are written, a carbon copy is made so that the office will have a written record of all receipts.

RECEIPT
RECEIPT
RECEIPT
CARBON

You can see from the example on the preceding page, that a receipt is not very difficult to do. You do need to be careful that you write the receipt neatly and that you figure the balance accurately.

You will be given three situations in which people have come in to pay their bills. After you read each one, use the forms on the next page to write the receipts. Sign your name at bottom.

Situation I: Joyce Phillips has just seen the doctor and had a physical examination costing $25. You have pulled her card from the files and find that she stills owes $38 on her previous visits. When Joyce comes out, she gives you $15 in cash to pay on her account.

Situation 2: You receive a money order in the mail for $25.00 to be paid on Jack Nelson's account. When you check his card you see that he owes $45.00.

Situation 3: Janet Stewart comes in to pay the $35 she owes on her account for the tests and x-rays she had last month. She hands you a check for $35. You check her card in the files and find that her balance was $35.

Use the current date on all of the receipts. Number the receipts starting with 140. Use an ink pen to write out the receipts.

T. R. Adams, M. D.
Professional Building
Charleston, WV 25301

No.

DATE ______________ 19____

RECEIVED FROM ____

____ DOLLARS $ ________

FOR ____

AMOUNT OF ACCOUNT $ __________
AMOUNT PAID.......$ __________ THANK YOU.
BALANCE DUE.......$ __________

CASH __ CHECK __ M.O. __ BY ____________________

T. R. Adams, M. D.
Professional Building
Charleston, WV 25301

No.

DATE ______________ 19____

RECEIVED FROM ____

____ DOLLARS $ ________

FOR ____

AMOUNT OF ACCOUNT $ __________
AMOUNT PAID.......$ __________ THANK YOU.
BALANCE DUE.......$ __________

CASH __ CHECK __ M.O. __ BY ____________________

T. R. Adams, M. D.
Professional Building
Charleston, WV 25301

No.

DATE ______________ 19____

RECEIVED FROM ____

____ DOLLARS $ ________

AMOUNT OF ACCOUNT $ __________
AMOUNT PAID.......$ __________ THANK YOU.
BALANCE DUE.......$ __________

CASH __ CHECK __ M.O. __ BY ____________________

After you finish, go to the next page.

Check and see how you did and then go to the next page.

T. R. Adams, M. D.
Professional Building
Charleston, WV 25301

No. 140

DATE (Current date) 19___

RECEIVED FROM Joyce Phillips

Fifteen and no/100 ——— DOLLARS $ 15.00

FOR physical exam

AMOUNT OF ACCOUNT $ 63.00
AMOUNT PAID.......$ 15.00 THANK YOU.
BALANCE DUE.......$ 48.00

CASH ✓ CHECK __ M.O. __ BY (Your name)

T. R. Adams, M. D.
Professional Building
Charleston, WV 25301

No. 141

DATE (Current date) 19___

RECEIVED FROM Jack Nelson

Twenty-five and no/100 ——— DOLLARS $ 25.00

FOR payment on account

AMOUNT OF ACCOUNT $ 45.00
AMOUNT PAID.......$ 25.00 THANK YOU.
BALANCE DUE.......$ 20.00

CASH __ CHECK __ M.O. ✓ BY (your name)

T. R. Adams, M. D.
Professional Building
Charleston, WV 25301

No. 142

DATE (Current date) 19___

RECEIVED FROM Janet Stewart

Thirty-five and no/100 ——— DOLLARS $ 35.00

FOR tests & X-rays

AMOUNT OF ACCOUNT $ 35.00
AMOUNT PAID.......$ 35.00 THANK YOU.
BALANCE DUE.......$ ———

CASH __ CHECK ✓ M.O. __ BY (Your name)

Now that you have seen how easy it is to prepare a receipt, how about doing one more to show your teacher how well you have done.

> Mark McDougal has just the seen the doctor for a complete physical and a blood test. When he comes out of the office, he pays you $18 in cash. When you check his card you find that he had no previous balance. The cost of the physical and the blood test was $30.
>
> Use the current date and number the receipt 143.

T. R. Adams, M. D.
Professional Building
Charleston, WV 25301

No.

DATE ______________ 19___

RECEIVED FROM ____

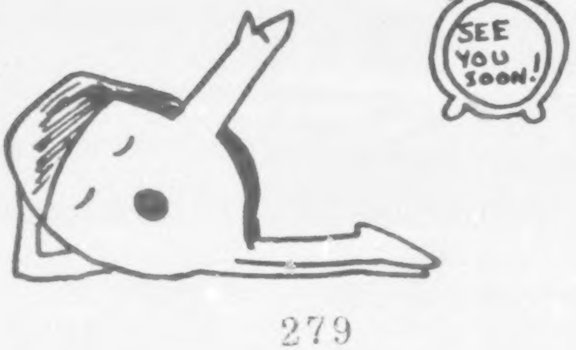
____________________________________ DOLLARS $__________

FOR ____

AMOUNT OF ACCOUNT $__________
AMOUNT PAID.......$__________ THANK YOU.
BALANCE DUE.......$__________

CASH __ CHECK __ M.O. __ BY ______________________________

Now that you have completed the receipt, do the attitude sheet on the next page and then turn your receipt and the attitude sheet into your teacher.


SEE YOU SOON!

Name ____________________

Occupational Cluster & Number Business & Office XLVI

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Writing out receipts					
2. Figuring balances					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ____________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Typing and related clerical areas*

*Representative Job Titles with DOT Code

Dental Receptionist	237.368
Medical Receptionist	237.368
General Office Clerk	219.388

OCCUPATIONAL TASK: Preparing statements

OCCUPATIONAL COMPETENCY: To be able to prepare statements for mailing to customers.

LEARNING OBJECTIVES

Upon completion of the learning activities, the students will be able to: take information from customers' cards and make out statements for billing and have a chance to find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained; but if you wish, you may consult an office practice or record keeping book for additional materials.

PREPARING STATEMENTS

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable and pink sheets are consumable.

2. Gather necessary materials which will consist of: pen or pencil.

3. If you wish additional information on this subject, you might want to read the introductory pages to the student's packet.

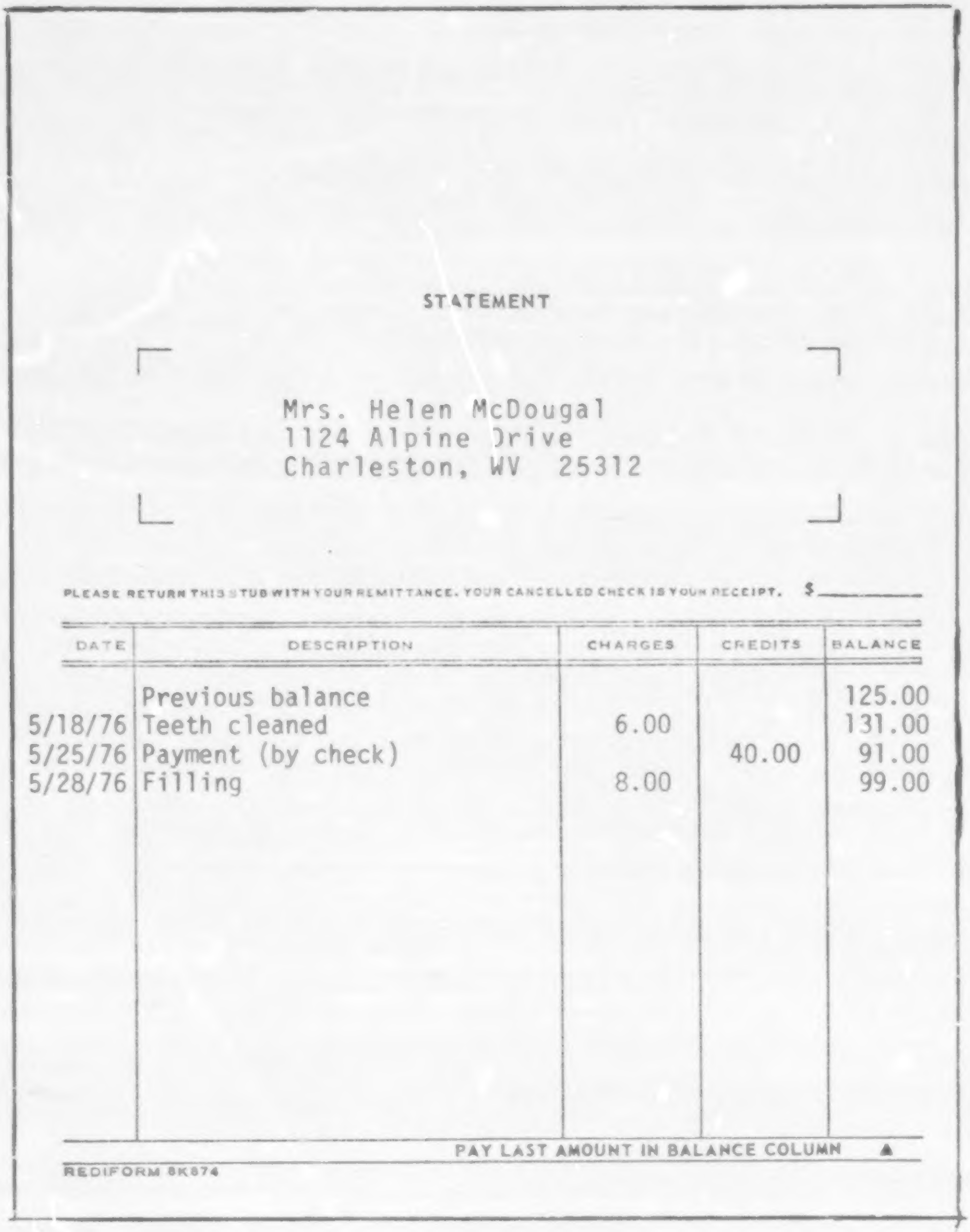
EVALUATION PROCEDURES

Upon completion of the learning activities, the student will turn in a statement he or she has prepared. An attitude sheet will also be turned in which will help in determining interest in a career involving this skill.

ANSWER KEY

On the next page, you will find the answer key to the statement the student will turn in. It should be judged on both accuracy and neatness.

ANSWER KEY



STATEMENT

Mrs. Helen McDougal
1124 Alpine Drive
Charleston, WV 25312

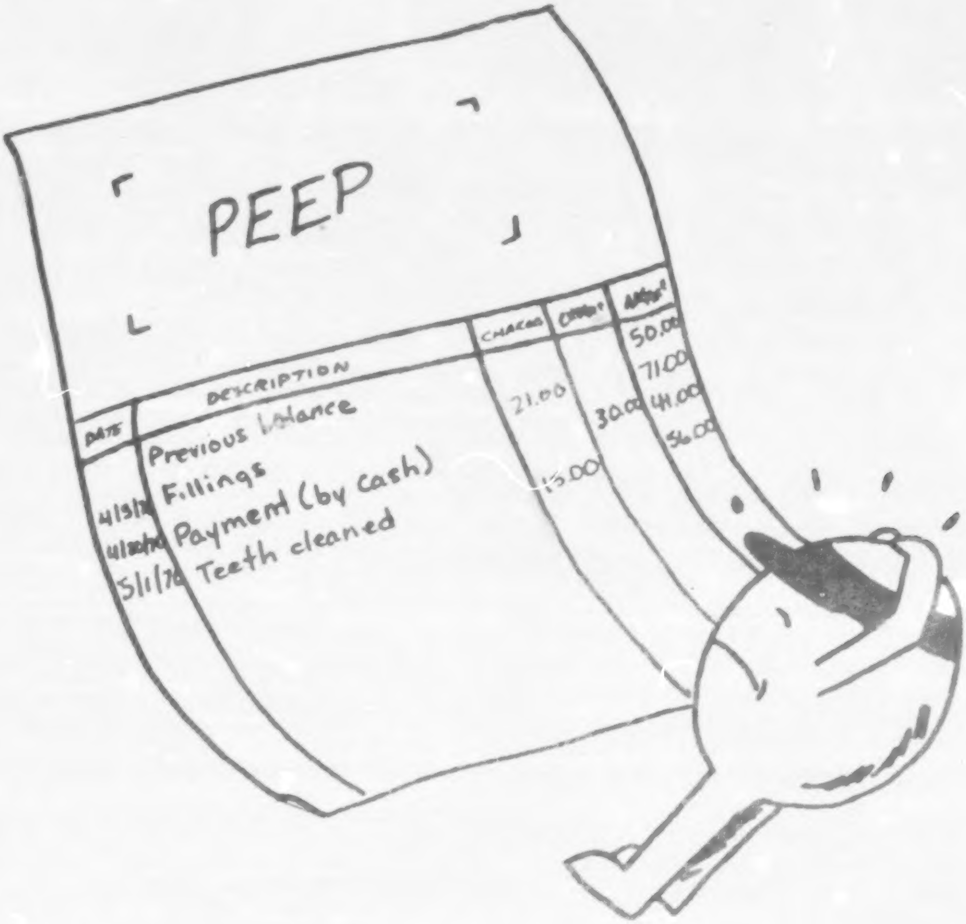
PLEASE RETURN THIS STUB WITH YOUR REMITTANCE. YOUR CANCELLED CHECK IS YOUR RECEIPT. $________

DATE	DESCRIPTION	CHARGES	CREDITS	BALANCE
	Previous balance			125.00
5/18/76	Teeth cleaned	6.00		131.00
5/25/76	Payment (by check)		40.00	91.00
5/28/76	Filling	8.00		99.00

PAY LAST AMOUNT IN BALANCE COLUMN ▲

REDIFORM 8K874

PREPARING STATEMENTS


PEEP
DATE
DESCRIPTION
CHARGES
Previous balance
Fillings
Payment (by cash)
Teeth cleaned
4/13/7
4/20/7
5/1/7
21.00
15.00
30.00
50.00
71.00
41.00
56.00

Upon completion of the learning activities, you will be able to: take information from customers' cards and make out statements for billing and have a chance to find out if this type of work suits you.

DB

Would you like to
work in a dental office??

Usually once a month, statements will be sent out to customers or patients showing how much they owe on their accounts. You have probably seen statements that your parents have received for merchandise they have purchased or for doctor or dental visits.

In this packet we will be looking at statements which are sent out by a dentist's office you will be working in as a receptionist. When preparing statements, a receptionist must be very careful that all the information that is recorded on the statements is accurate and that she has totaled the amounts correctly so there is no mistake. Can you imagine how upset a person would be if he or she received an incorrect statement saying they owed more than what they thought?

Other responsibilities of a dental receptionist consist of such items as: answering the telephone, scheduling appointments, keeping a record of payments, making out deposit slips, filling out insurance forms, and assisting the dentist in some cases.

Personal qualities that are needed by the dental receptionist are: the ability to get along with all types of people, to be tactful and poised at all times, to be able to type, to be able to work with figures, and to understand the workings of a dental office.

Classes in school that would be helpful in this area of work include: typing, business communications, business math and office practice.

LEARNING ACTIVITIES

In this packet you will be working as a dental receptionist for James Pickens who has a dental practice in a local town.

Around the fifteenth of each month, you must begin getting statements ready to be mailed out. Since Dr. Pickens has a great many patients, you need to start a few days early so that all the statements will be ready for mailing on the fifteenth.

Let's look at an example of a statement that is used in the office of Dr. Pickens:

STATEMENT

Mr. Allen S. Lucas
1801 North Street
St. Albans, WV 25177

PLEASE RETURN THIS STUB WITH YOUR REMITTANCE. YOUR CANCELLED CHECK IS YOUR RECEIPT. $ ______

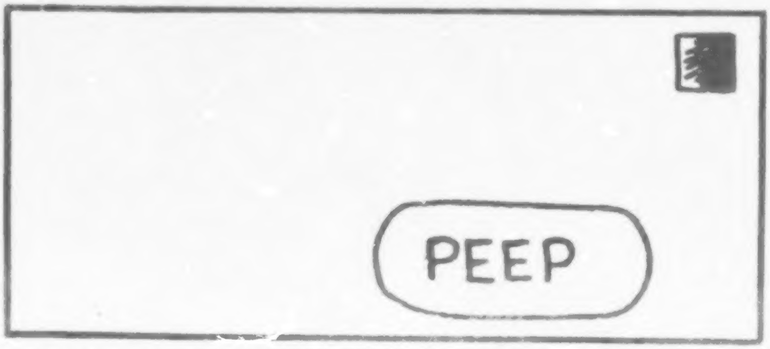
DATE	DESCRIPTION	CHARGES	CREDITS	BALANCE
5/16/76	X-Rays (complete series)	24.00		24.00
5/20/76	Filling	6.00		30.00
5/25/76	Payment (by check)		10.00	20.00
6/3/76	Fillings	15.00		35.00

PAY LAST AMOUNT IN BALANCE COLUMN ▲

REDIFORM 5K874

Now that you have seen an example of a statement, let's go over the parts so you can understand each.

First: The name and address of the patient must be sure to fit within the square on the statement. This way the statement can be folded so it will fit in a window envelope and the address will not have to be typed again.



Second: Let's look at the columns on the bottom half of the form.

The first column is where you enter the date of the visit and the date of a payment.

In the second column you write a brief description of the work performed.

In the third column you enter the charge for the work done by the dentist.

In the fourth column labeled credits, you enter any payments made by the patient.

In the last column you keep a current balance of what is owed. Did you notice in the illustration how each new charge is added on to the previous balance and any payment is subtracted from the balance so that the balance is always up to date.

Example: 24.00 (x-rays)
+ 6.00 (filling)

30.00
-10.00 (payment)

20.00
+15.00 (fillings)

35.00

Let's see if you can prepare statements for two of Dr. Pickens patients from the information below which has been taken from these two patients' cards. You will find the forms on the next page.

The first patient is Mrs. Mary Louise Hill who lives at 1041 Spring Hill Drive, Dunbar, WV 25064. No previous balance.

On May 17, 1976 Mrs. Hill had an x-ray of a wisdom tooth which cost $6.00.

Mrs. Hill returned on May 19, to have the wisdom tooth cut out which cost $22.50.

On May 23, Mrs. Hill paid $10.00 on her account. She gave you cash.

On June 1, Mrs. Hill's daughter (Laura) had her sixth month checkup which cost $8.00.

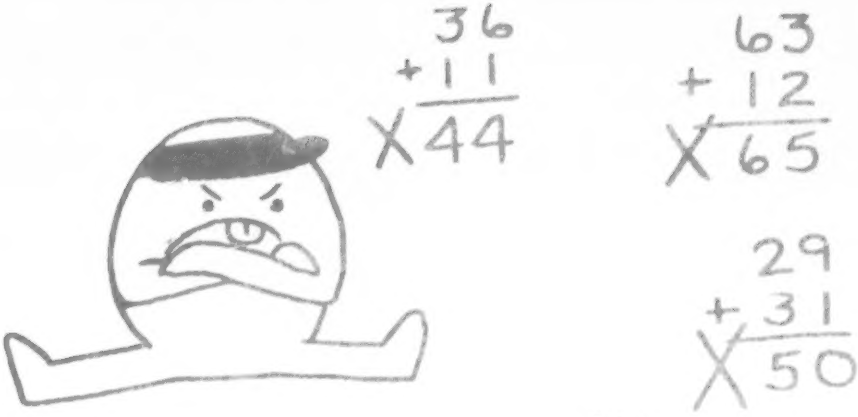
The next patient is Jack P. Smith who lives at 16 Terrace Lane, St. Albans, WV 25177. Mr. Smith's previous balance is $62.00.

On May 16, 1976 Mr. Smith paid $25.00 on his account by check.

On May 20, Mr. Smith had an impression made of his upper teeth which cost $12.00.

On June 5, Mr. Smith received his new upper plate which cost $160.00.

MAKE SURE YOU DOUBLE CHECK ALL YOUR MATH.



STATEMENT

PLEASE RETURN THIS STUB WITH YOUR REMITTANCE. YOUR CANCELLED CHECK IS YOUR RECEIPT. $________

DATE	DESCRIPTION	CHARGES	CREDITS	BALANCE

PAY LAST AMOUNT IN BALANCE COLUMN ▲

REDIFORM 5K874

STATEMENT

PLEASE RETURN THIS STUB WITH YOUR REMITTANCE. YOUR CANCELLED CHECK IS YOUR RECEIPT. $________

DATE	DESCRIPTION	CHARGES	CREDITS	BALANCE

PAY LAST AMOUNT IN BALANCE COLUMN ▲

REDIFORM 5K874

When you finish these statements, you can check your answers with the ones given on the next page. No peeking until you finish.

Mrs. Mary Louise Hill
1041 Spring Hill Drive
Dunbar, WV 25064

PLEASE RETURN THIS STUB WITH YOUR REMITTANCE. YOUR CANCELLED CHECK IS YOUR RECEIPT. $________

DATE	DESCRIPTION	CHARGES	CREDITS	BALANCE
5/17/76	X-ray of wisdom tooth	6.00		6.00
5/19/76	Wisdom tooth cut out	22.50		28.50
5/23/76	Payment (by cash)		10.00	18.50
6/1/76	Checkup (Laura)	8.00		26.50

PAY LAST AMOUNT IN BALANCE COLUMN ▲

REDIFORM 8K874

WHEN YOU FINISH CHECKING YOUR PROBLEMS, TURN TO THE NEXT PAGE.

Did you remember to enter the previous balance of $62.00???

STATEMENT

Mr. Jack P. Smith
16 Terrace Lane
St. Albans, WV 25177

PLEASE RETURN THIS STUB WITH YOUR REMITTANCE. YOUR CANCELLED CHECK IS YOUR RECEIPT. $________

DATE	DESCRIPTION	CHARGES	CREDITS	BALANCE
	Previous balance			62.00
5/16/76	Payment (by check)		25.00	37.00
5/20/76	Impression (upper teeth)	12.00		49.00
6/5/76	Upper plate	160.00		209.00

PAY LAST AMOUNT IN BALANCE COLUMN ▲

REDIFORM 8K874

Now that you know how to do these problems, you need to do one more to show your teacher how well you have done. Use the form at the bottom to do the statement. Be careful that you double check all the figures to make sure they are correct.

The statement goes to Mrs. Helen McDougal, 1124 Alpine Drive, Charleston, WV 25312. Her previous balance is $125.00.

5/18 Mrs. McDougal had her teeth cleaned which cost $6.00.
5/25 Sent a check for $40.00 to pay on her account.
5/28 Had a new filling put in which cost $8.00

When you finish, complete the attitude sheet on the next page and then turn both of these forms into your teacher.

STATEMENT

PLEASE RETURN THIS STUB WITH YOUR REMITTANCE. YOUR CANCELLED CHECK IS YOUR RECEIPT. $________

DATE	DESCRIPTION	CHARGES	CREDITS	BALANCE

PAY LAST AMOUNT IN BALANCE COLUMN ▲

REDIFORM 8K874

Name ____________________

Occupational Cluster & Number Business & Office XLVII

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Making out statements					
2. Working with numbers					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
	Yes	No			
10. Are you now aware of jobs using these skills or activities?					
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ____________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business & Office Occupations

OCCUPATIONAL FAMILY: Accounting and related*

*Representative Job Titles with DOT Code

Accountant	160.188
Accounting Clerk	219.488
Cashier	211.368

OCCUPATIONAL TASK: Making decisions about requisitions

OCCUPATIONAL COMPETENCY: To receive requisitions and make a decision about approving or rejecting them.

LEARNING OBJECTIVES

After completion of the learning activities, the students will be able to: know what a treasurer does, learn about requisitions, make decisions concerning requisitions and have a chance to find out of this type of work suits them.

SUGGESTED RESOURCES

This packet is self-contained; but if you wish, you may consult any accounting or record keeping book for additional information.

Z
Z
Z
REJECTED REQUISITIONS

MAKING DECISIONS ABOUT REQUISITIONS

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable and pink sheets are consumable.

2. Gather necessary materials which will consist of: pen or pencil.

3. If you wish additional information on this subject, you might want to read the introductory pages to the student's packet.

EVALUATION PROCEDURES

Upon completion of the learning activities, the student will turn in a memo he or she wrote concerning a requisition and show how he or she arrived at the decision. An attitude sheet will also be turned in which will help in determining interest in a career involving this skill.

ANSWER KEY

You will find the answer key to the problem the student will turn in on the next page.

ANSWER KEY

FIGURE WORK HERE

500.00	322.06
- 177.94	- 226.35 (cost of equipment)
322.06 (Balance)	95.71 (amount left after purchase)

MEMO

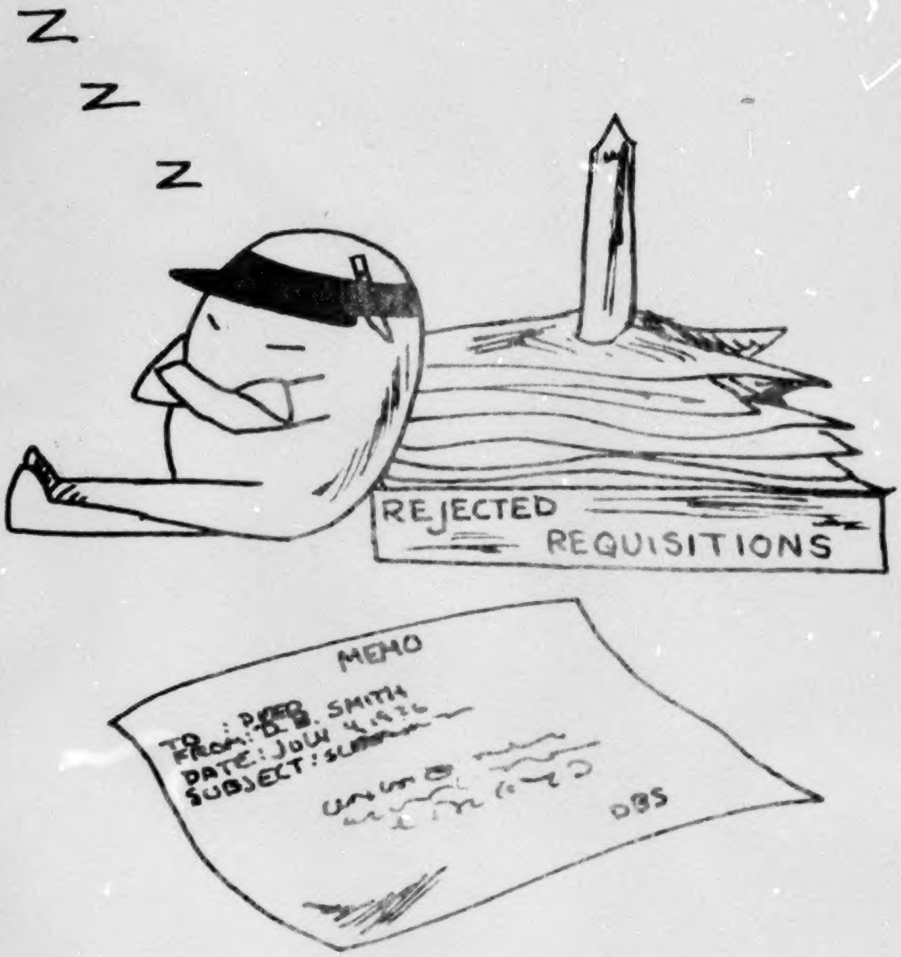
TO: Norma Hall, Accounting Department
FROM: (student's name), Treasurer
DATE: November 10, 1976
SUBJECT: Office Equipment

Your request of November 10 for an electronic calculator and a leather chair costing $226.35 has been approved. Funds are available.

(student's initials)

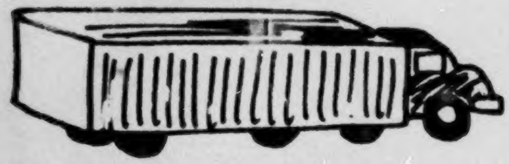
Note: The memo should be similar to this, but the wording may be slightly different.

MAKING DECISIONS ABOUT REQUISITIONS


Z
Z
Z
REJECTED REQUISITIONS
MEMO
TO :
FROM: D.B. SMITH
DATE: JULY 4,1976
SUBJECT:
DBS

After completion of the learning activities, you will be able to: know what a treasurer does, learn about requisitions, make decisions concerning requisitions, and have a chance to find out if this type of work suits you.

DB

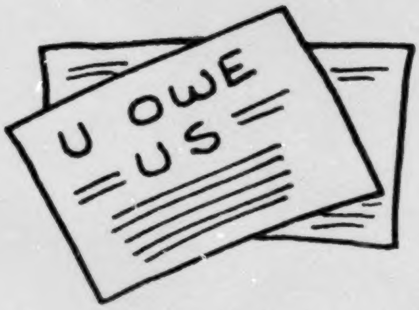


Shipping Costs

Buying
Raw Materials

Some Ways a Company Spends Its Money

Paying Employees



Paying Bills

You have probably had to make decisions about how you would spend your money. Have you heard your parents discussing whether they could afford to buy a certain item?

Everyone, including businesses, must make decisions about spending money. In a large company where there are several departments, a person known as a treasurer will make decisions about spending money.

The main responsibility of the treasurer is working with figures and facts about the money earned and spent by the company or the employer. Other responsibilities include: keeping track of how much money other companies owe the company he or she works for, informing other officers of the company when additional money is needed, making recommendations about investing company money, making a yearly financial report of the condition of the company, and preparing a budget on how money should be spent in the future.

Personal qualities that the treasurer needs are: to be able to work well with figures; understanding the workings of a company or business; being able to make decisions; and, most importantly, being accurate and neat in all of the work he or she does.

Classes in high school that would be helpful in preparing for a career as a treasurer are: accounting, business math, and office machines.

LEARNING ACTIVITIES

In this packet you will be working as a treasurer and you will need to know about requisitions. An example of a requisition is shown below:

EQUIPMENT REQUISITION

Requested by Purchasing Department

Date April 13 1976

Quantity	Item	Total Cost	
1	Electronic Calculator	210	00
	Total	210	00

Authorized Signature Tom Mario, Dept. Head

When a department of a company needs supplies or equipment, the department head fills out a requisition like the one above for what is needed. You will notice that the department requesting the equipment or supplies is written at the top of the form along with the date. Then the item or items are listed along with the number needed and the cost. The items are then totaled and the form is signed by the head of the department.

When the treasurer receives a requisition, he must check to see if the department has enough money in their account to buy the item. The treasurer will check with the bookkeeper who keeps a ledger in which all information of each department is recorded. An example of a page from the ledger is shown below:

PURCHASING DEPARTMENT

1976		1976	
Jan. 1 Budgeted	900.00	Feb. 2	236.40
		10	92.06
		13	10.30
			338.76

To figure if the Purchasing Department can afford to purchase the electronic calculator requested on page 2, the treasurer checks the ledger sheet to find out what the balance of the Purchasing Department account is. To do this, you subtract the right side (credit) from the left side (debit) which tell you how much money is left to spend.

$$\begin{array}{r} 900.00 \\ \underline{-338.76} \\ 561.24 \end{array}$$

Would the Purchasing Department be able to afford to buy the electronic calculator?

All you need to do to come up with the answer is subtract the cost of what is being requested from the balance in the department's account. In this case:

$$\begin{array}{r} 561.24 \\ \underline{-210.00} \\ 351.24 \end{array}$$

We see that the Purchasing Department will still have $351.24 left even after purchasing the electronic calculator.

Now the treasurer needs to notify the Purchasing Department of this decision. A form like the one below will be sent.

MEMO

TO: Tom Marco, Purchasing Department
FROM: Don Jones, Treasurer
DATE: April 13, 1976
SUBJECT: Office Equipment

Your request of April 13 for an electronic calculator costing $210 has been approved. Funds are available.

DJ

Let's turn the page and look at another example.

EQUIPMENT REQUISITION

Requested by Sales Department

Date April 13 1976

Quantity	Item	Total Cost	
1	Cash register	1100	00
	Total	1100	00

Authorized Signature Jim Bower, Dept. Head

You have received the requisition, so the next step is to check the ledger sheet for the Sales Department to determine how much money is left in the Sales Department's account.

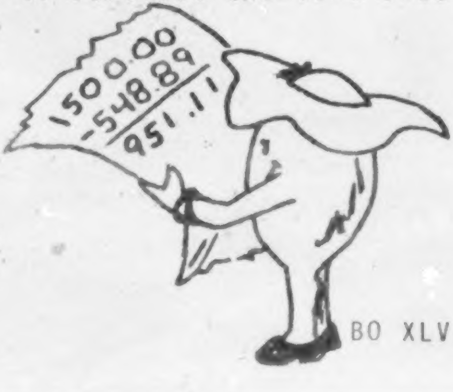
SALES DEPARTMENT

1976			1976	
Jan. 1	Budgeted	1500.00	Feb. 3	319.81
			10	229.08
				548.89

Do you remember what to do to find the balance? See if you can come up with the balance.

What did you get? Did you remember to subtract the left side from the right side?

I think Peep has the answer for us!



It doesn't look like the Sales Department has enough money to purchase the cash register. This means that the request must be rejected. The Sales Department needs to be notified. A memo like the one below should be sent:

MEMO

TO: Jim Bowen, Sales Department
FROM: Don Jones, Treasurer
DATE: April 13, 1976
SUBJECT: Office Equipment

The balance in your account amounts to $951.11. Your request of April 13 for a cash register costing $1,100 cannot be approved.

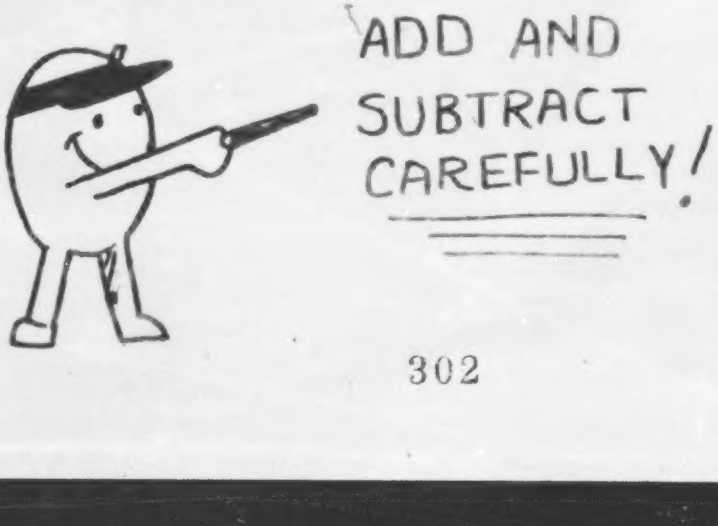
Please submit a requisition for a lower priced cash register.

DJ

It will now be up to the department head to decide whether to purchase a lower priced cash register or just wait and spend the money on something else.

Now that you have seen how requisitions are handled, you are ready to assume your job as treasurer of the BMT Trucking Company.

On the next page, you will find the ledger pages for two of the departments of this company. You are to make your decision about whether the requisitions you will find on the next page will be approved or rejected. On page 7 you will find the memos on which to write your decisions. If you have trouble refer back in the packet.


ADD AND SUBTRACT CAREFULLY!

MAINTENANCE DEPARTMENT

976			1976	
Jan. 1	Budgeted	1500.00	Oct. 10	358.17
				410.06
				276.25
				1044.48

PERSONNEL DEPARTMENT

1976			1976	
Jan. 1	Budgeted	700.00	Oct. 2	115.75
			8	92.10
			21	318.20
				526.05

Listed below are the requisitions you have received. Use your own name as the treasurer on the memos on the next page when you have made your decision about the requisitions. Date the memos the same as on the requisitions.

EQUIPMENT REQUISITION

Requested by Maintenance Department

Date Nov. 10 1976

Quantity	Item	Total Cost	
1	Welding torch	160	00
	Total	160	00

Authorized Signature Alex French, Dept Head

EQUIPMENT REQUISITION

Requested by Personnel Department

Date Nov. 10 1976

Quantity	Item	Total Cost	
1	Copying Machine	225	00
	Total	225	00

Authorized Signature Neil Cavender, Dept Head

MEMO

TO:
FROM:
DATE:
SUBJECT:

MEMO

TO:
FROM:
DATE:
SUBJECT:

When you finish, turn to the next page.

How do you think you did? Your memos should be similar to the ones shown below. The figures showing how your decision should have been made are done below the memo.

MEMO

TO: Alex French, Maintenance Department
FROM: (Your name), Treasurer
DATE: Nov. 10, 1976
SUBJECT: Office Equipment

Your request of November 10 for a welding torch costing $160.00 has been approved. Funds are available.

(Your initials)

1500.00	455.52
- 1044.48	-160.00 (cost of torch)
455.52 (Balance)	295.52

MEMO

TO: Neil Cavender, Personnel Department
FROM: (Your name), Treasurer
DATE: Nov. 10, 1976
SUBJECT: Office Equipment

The balance in your account amounts to $173.95. Your request of November 10 for a copying machine costing 225.00 cannot be approved.

Please submit a requisition for a lower priced copying machine.

(Your initials)

700.00
- 526.05

173.95 (Balance)

Please turn to the next page.

Now that you have seen how easy this is, let's do one more so that you can show your teacher how well you have done.

You have received the following requisition from the Accounting Department of the BMT Trucking Company.

EQUIPMENT REQUISITION

Requested by Accounting Department

Date Nov. 10 1976

Quantity	Item	Total Cost	
1	Electronic calculator	150	75
1	Leather chair	75	60
	Total	226	35

Authorized Signature Norma Hall, Dept. Head

You requested the ledger page on the Accounting Department from the bookkeeper. It is shown below:

ACCOUNTING DEPARTMENT

1976					
Jan. 1	Budgeted	500.00	Oct.	13	54.75
				24	123.19
					177.94

Decide whether you would reject or approve the requisition from the Accounting Department. When you have made your decision, turn to the next page and show at the top how you arrived at your decision and then complete the memo to the Accounting Department.

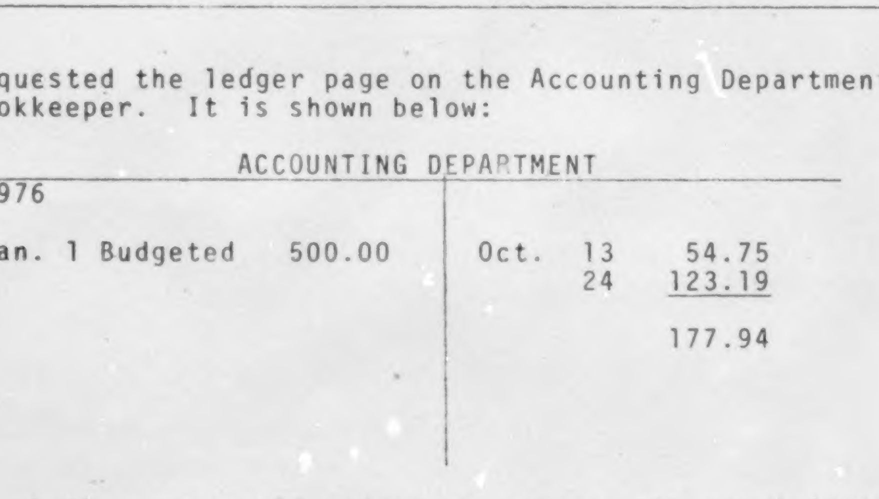


FIGURE WORK HERE

MEMO

TO:
FROM:
DATE:
SUBJECT:

After you finish, do the attitude sheet on the next page and then turn both of these pages into your teacher.

Name ______________________________

Occupational Cluster & Number Business & Office XLVIII

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Learning about requisitions					
2. Using your math skills					
3. Making decisions about requisitions					
4. Writing memos					
5.					
6.					
7.					
8.					
9.					
	Yes	No			
10. Are you now aware of jobs using these skills or activities?					
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ______________________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business and Office Occupations

OCCUPATIONAL FAMILY: Clerical and General office workers, stenographic, secretarial occupations*

*Representative Job Titles with DOT Codes

Librarian	100.168
General Office Worker	219.388
Cutter, Press Clippings	248.887
Art Lay-out Man	141.081

OCCUPATIONAL TASK: Using a paper cutter.

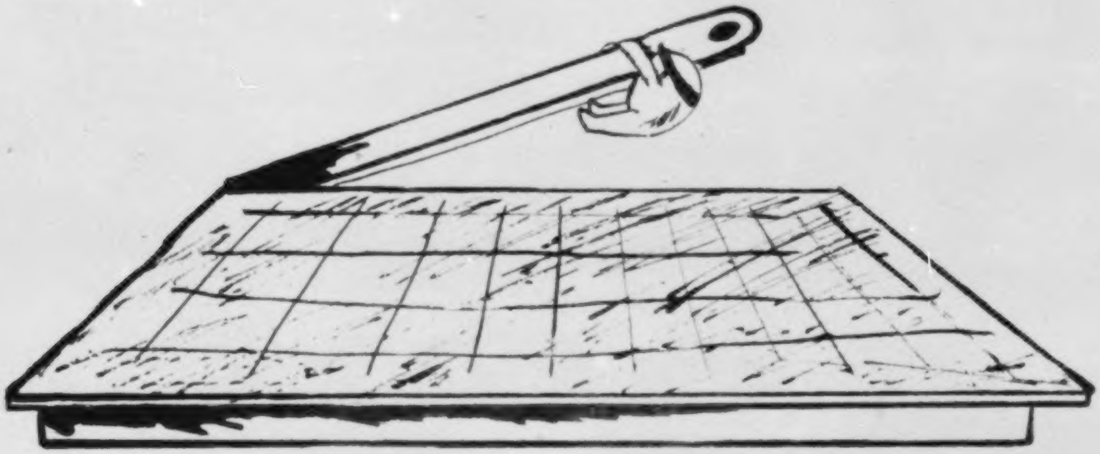
OCCUPATIONAL COMPETENCY: Cutting paper to size by properly using measurements shown on the paper cutter.

LEARNING OBJECTIVES

After completing this packet the student will be able to cut paper to specified size using measurements shown on the paper cutter, and find out if work involving this skill would suit them.

SUGGESTED RESOURCES

This packet is self-contained and should require no additional material.



USING A PAPER CUTTER

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of this packet, several sheets of regular paper and several sheets of construction paper (any color will do), several paper slips, a pencil and a paper cutter. (If it is possible to obtain more than one type cutter, it would be good to have an example of as many types as you can find.)

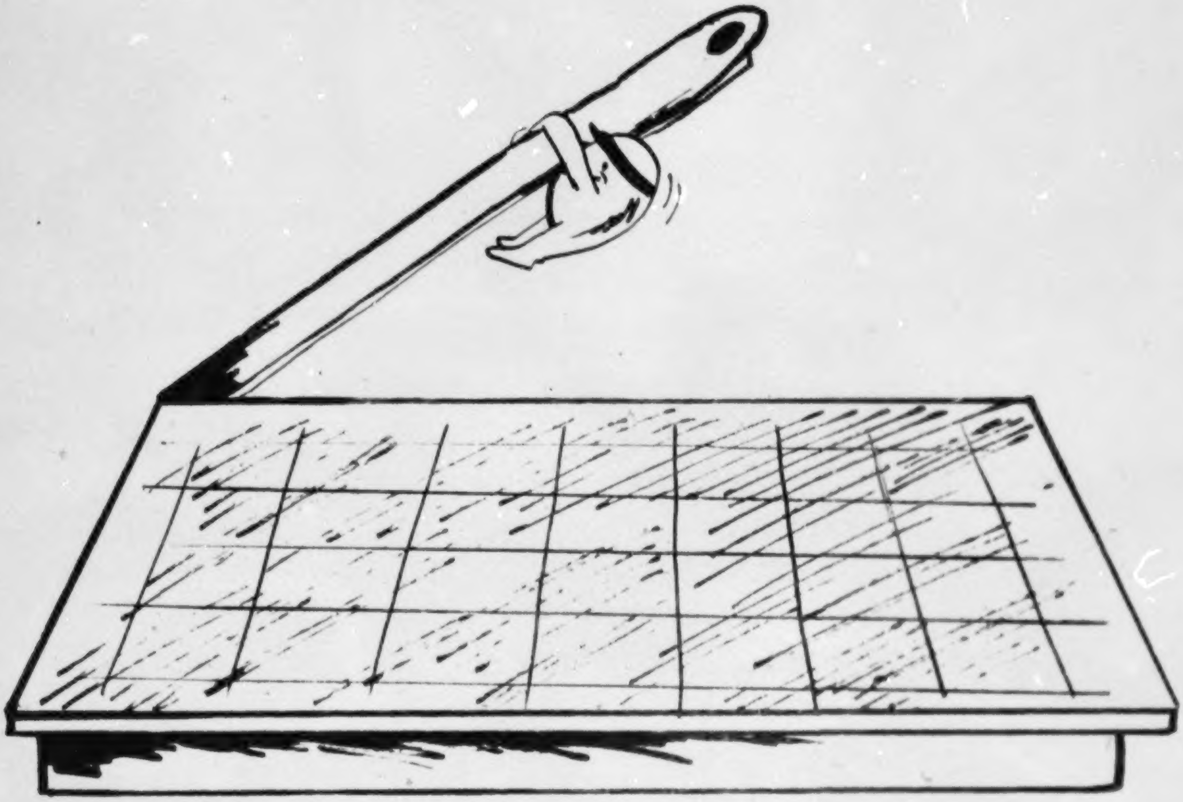
3. If you are unfamiliar with the markings on a paper cutter, take a look at it before handing this packet to your student.

   Please caution the student to be careful. It is not dangerous to use but the edge is razor sharp and must be used with care.

EVALUATION PROCEDURES

Upon completion of this activity, the student will hand you several different size papers, marked as to size, and will then demonstrate the proper use of the paper cutter if you ask. You will receive, also, an attitude sheet which will help you in determining the student's interest in this activity and if he would find a job involving this skill suitable.

USING THE PAPER CUTTER



After completing this packet you will be able to use the paper cutter to cut specified size papers and find out if this work is suitable and enjoyable to you.

DB

I need a piece of paper exactly 9 inches by 5 inches, and I want it cut smooth.

Careful! You just might cut your finger.

We duplicated the tickets for the school play, now we need to cut them. There are over 500 to be cut--that will be quite a job.

We need new file identification tabs. Would you please cut 20, size 2"x1 1/2".

Have you ever been stuck with the job of cutting a lot of little pieces of paper such as tickets for a school play or tickets to sell hot dogs? If you use the scissors to do this cutting you first have to measure and then cut two or three at a time. There is an easier way to do it. It's that simple little piece of equipment called a paper cutter.

This piece of equipment is used in schools, churches, offices, art rooms, and many others. It is a very inexpensive piece of equipment, some cost only a few dollars; however, it lets one person do the work of many if they are using only scissors.

Markings on the cutter act as your ruler as you cut. The cutter is marked off in 1/2 inch blocks so in order to cut a paper to exact size you simply lay it on the correct line and cut.

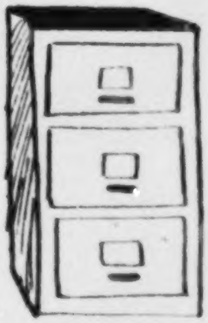
There is no special skill involved in using a cutter unless you would say being able to keep your fingers out of the way and not cutting yourself is a special skill. (You know, for some people this would be very hard.)

LEARNING ACTIVITIES

You are working for Mrs. Quietbody in the school library as an assistant. As her assistant you are kept busy running errands, checking out and reshelving books, doing "odds-and-ends" jobs, and so on.

Today Mrs. Quietbody has asked you to cut new identification tabs for her card catalog and file cabinets, and, cards for her book check-out drawers. Because you have other duties that must be done daily, Mrs. Quietbody told you to use the paper cutter to save time and effort.

One of the jobs you will have to do is to cut several slips of paper to use as tabs for the card catalog and file cabinets. These tabs fit into little compartments on the front of each file drawer and indicate the content of the individual drawer.



Make sure you measure the compartments to determine the tab sizes of each cabinet. (Not all file cabinets can use the same size tabs)

Today is your lucky day! All of Mrs. Quietbody's file cabinets' tabs are the same size! You need 20, 2" x 1 1/2" slips of paper.

On measuring the card catalog's identification compartments, you are not so lucky. Now you need 4, 1" x 3", and 6, 1 1/2" x 4" tabs.

For the book check-out drawers, Mrs. Quietbody told you to make 3, 3 1/2" x 6" cards using heavy construction paper for the cards. She also reminded you that the identification tabs for the card catalog and the file cabinets need to be made of regular paper in order to fit into the compartment more easily.

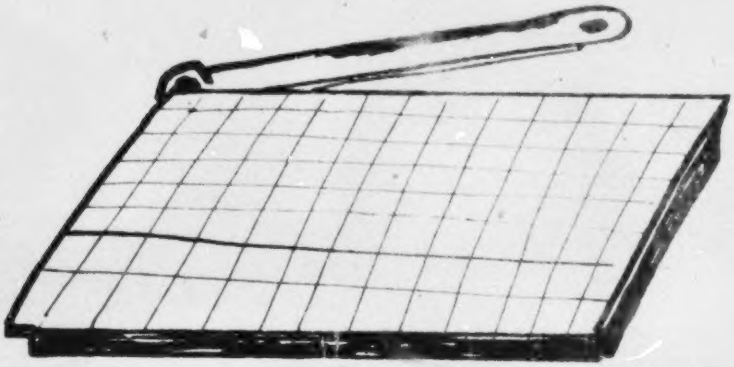
Now that you have gathered all the measurements and supplies that you need, you can start cutting.

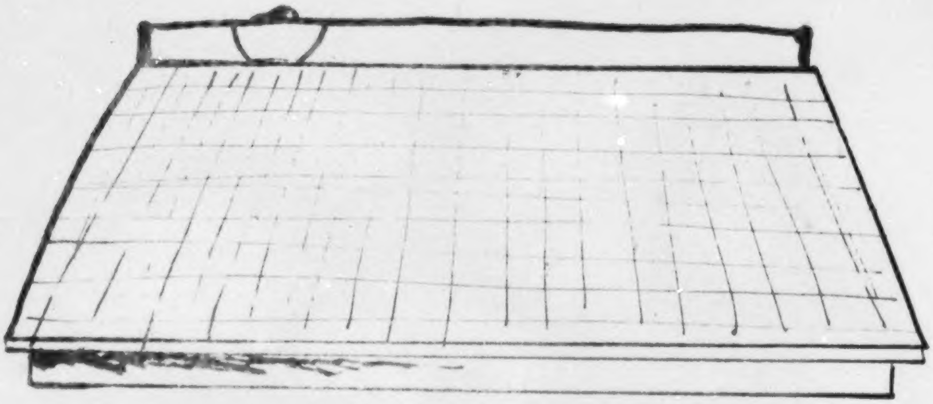
NO! Read on to find out how to use the cutter.

Using the paper cutter makes your job easier because it is marked in 1/2" squares and enables you to cut straight lines with a single, simple movement. This not only saves time, but also conserves your paper supply.

With a paper cutter you don't have to keep trimming your edges to get them straight. With scissors you might have to.

There are two types of paper cutters: one has a long sharp blade with a handle that you shove down to cut, and the other has a sharp cutting edge on a round disc that slides along one edge of the base of the paper cutter. See the illustrations below. Note how the paper cutters are marked.





The cutters have lines across the entire area in 1/2 inch squares. This makes it very easy to measure any size paper you would want.

Say you need a piece of paper 4-inches by 3 inches.

Take your paper and lay it on the cutter. Have the edge of your paper touching the cutting edge.

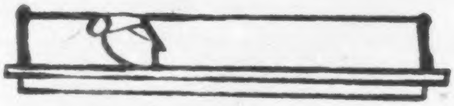
Notice the marking at the back of the paper. Is it on a line or slightly off of a line. (It will make your measuring easier if you put the back of the paper on a line and cut off the part that is beyond the cutting edge.

Now you have your paper even from the edge to be cut and a straight line in the back. (We won't be using the lines that run in the opposite direction from the cutting edge.

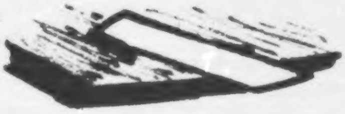
To cut a strip of paper 4 inches wide, it will take 8 one-half spaces. Move your paper out beyond the cutting edge 8 spaces. This means that 4 inches is beyond the cutting edge.

Cut this piece off. If you are using a cutter where the cutting blade moves up and down, simply pull down on the blade (keeping fingers out of the way) and you have a strip of paper 4 inches wide.

If you are using a paper cutter that has the round disc, you hold it by the knob on the outside and pull it across the edge of the cutter. (Again, please, please, please, please keep your fingers out of the way. The blades on these are razor sharp and will take a hunk out of your finger before you realize you have been cut.)



You now have a strip of paper 4-inches wide. You need to cut this so it will be 3-inches long.



Lay the strip of paper on the paper cutter surface. Place the edge of the paper at the edge of the cutting end of the paper cutter.

Is the paper even at the back along a line? Well, get it even and cut off the excess.

Now you have a piece of paper with the edge along the cutting edge of your cutter, and the back along a white line. You want this 3-inches long, so it will take 6 of these 1/2 inche spaces to make the correct length. Move the paper cut 6 spaces and cut.

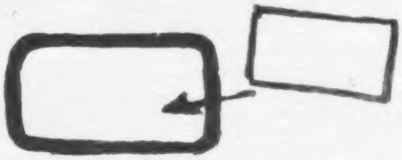
You SHOULD have a strip of paper

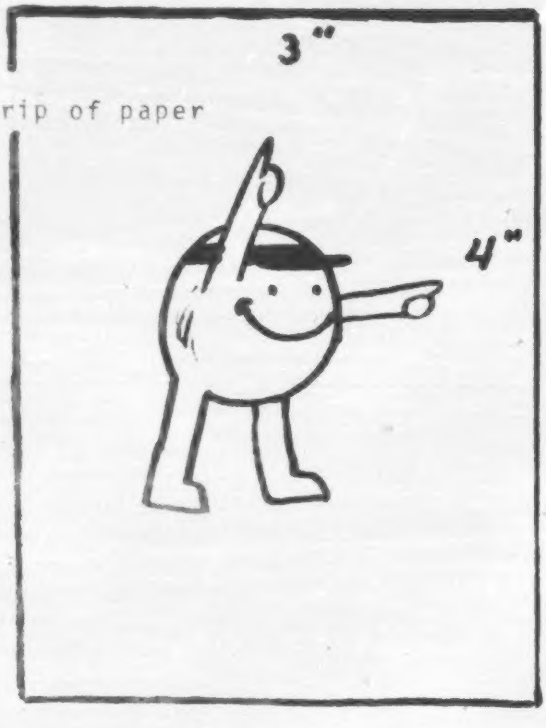
3 inches

by

4 inches

Place it over this space and make sure it fits.





If your paper fits in this space you do have the correct size. If it doesn't fit (too big or too little), Do It Again.

When you can cut the piece to fit, go to the next page. (I mean when you cut the piece to fit without cutting fingers, go to the next page.)

Now that you know how to use the paper cutter just what was it that Mrs. Quietbody wanted you to do?

She needed new identification tabs
for her card catalog and file cabinets.
And she needed some cards for her check-
out drawers.

Remember she wants the tabs cut from
regular paper, but the cards are to be cut
from a heavy construction paper.

Please cut:	20 - 2 inches by 1 1/2 inches	regular paper
	4 - 1 inch by 3 inches	regular paper
	6 - 1 1/2 inches by 4 inches	regular paper
	3 - 3 1/2 inches by 6 inches	construction paper

After you cut each size, put them together with a paper clip and mark on the top piece the size.

When you finish you should have
4 stacks with paper clips on them
and the size marked on the top
piece of each stack.

Give these to your teacher for approval. Also, please complete the attitude sheet at the end of this packet and put it with the cut slips.

Name ______________________

Occupational Cluster & Number BUSINESS AND OFFICE XLIX

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading about the use of the paper cutter					
2. Learning to use the paper cutter.					
3. Actually cutting the paper to size.					
4. Cutting my finger. (I hope you didn't)					
5.					
6.					
7.					
8.					
9.					
	Yes	No			
10. Are you now aware of jobs using these skills or activities?					
11. Would you like a job involving these skills or activities?					
12. Would you like to find out more about this area of work?					

13. Comments ______________________

BUSINESS AND OFFICE

OCCUPATIONAL CLUSTER: Business and Office Occupations

OCCUPATIONAL FAMILY: Cashier and clerical occupations*

*Representative Job Titles with DOT Codes

Cashier	211.368
General clerk	210.388
Cashier-Checker	299.468

OCCUPATIONAL TASK: Using the cash register

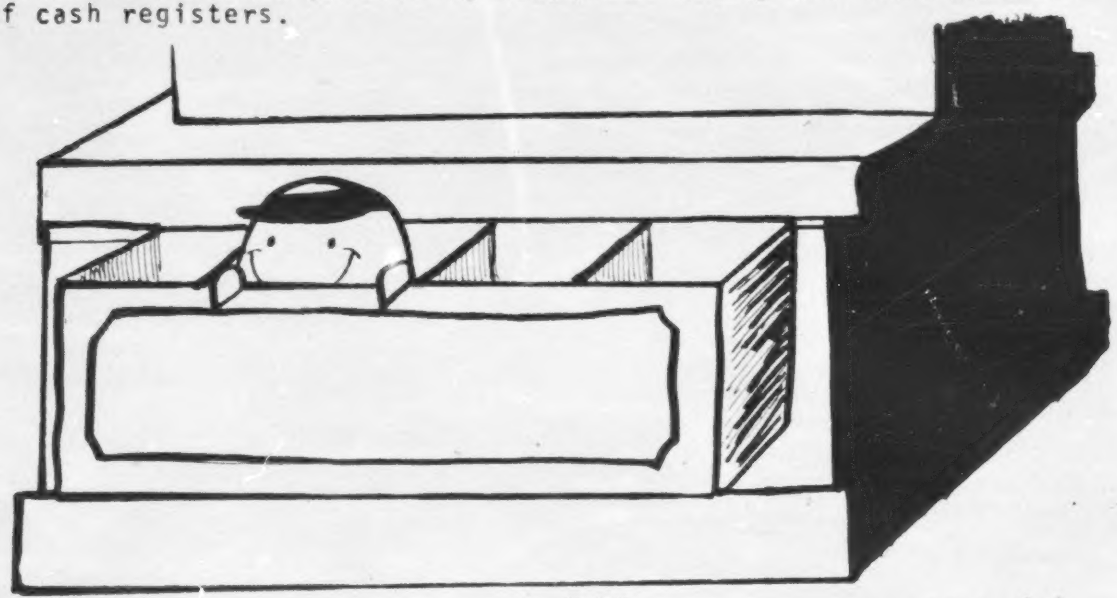
OCCUPATIONAL COMPETENCY: Becoming acquainted with the cash register, its parts and operation.

LEARNING OBJECTIVES

After completing this packet the student will be able to identify the main parts of a cash register, ring up a simple purchase, and find out if this type of work suits them.

SUGGESTED RESOURCES

This packet is self contained, however if additional information is desired, obtain a paper back instruction textbook on the operation of the cash register. These are printed by business education textbook publishing companies and by the manufacturers of cash registers.



OPERATING THE CASH REGISTER

Before handing this packet to a student

1. Duplicate enough copies of this packet (white and pink sheets) to provide each student with a copy.

   Note: White sheets are reusable, and pink sheets are consumable.

2. Gather necessary materials which will consist of this packet and a cash register with play money.

3. If you are unfamiliar with the operation of a cash register, you may want to read over this packet before handing it to a student.

EVALUATION PROCEDURES

Upon completion of this packet the student will demonstrate how to ring up a simple purchase and discuss why the cash register is used in today's business world.

The next page has the problems that the student will use to demonstrate to you.

Demonstration problems.

Do these while the teacher watches.

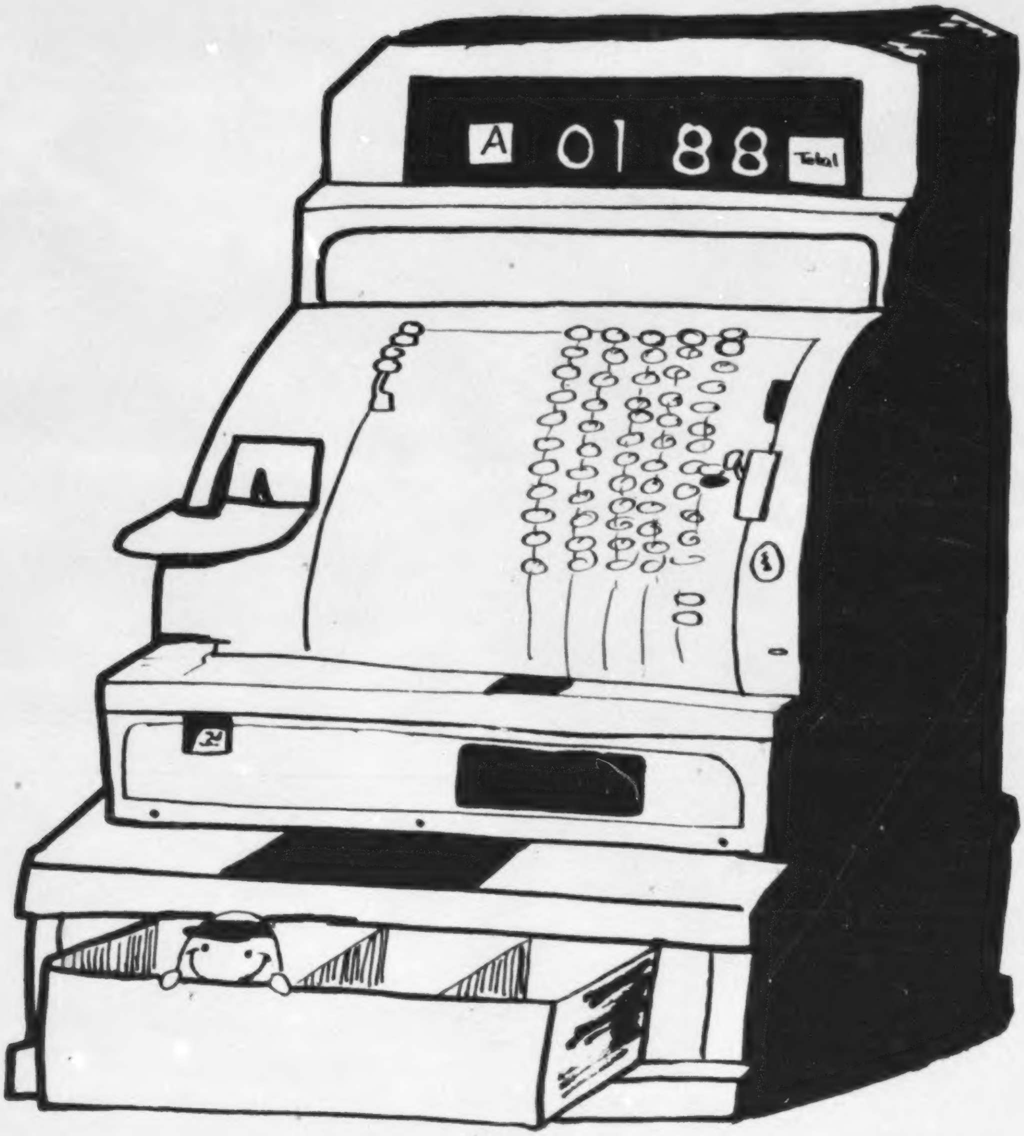
Calm down, Peep. The teacher won't bite.

1.11	Meat
4.98	Meat
1.79	Grocery
.53	Grocery
.37	Grocery
2.31	Produce
.10	Grocery
1.03	Produce
.49	Grocery
.31	Produce
2.11	Dairy
1.49	Dairy
2.87	Meat
.21	Produce
.98	Produce
.79	Dairy
.99	Dairy
.09	Produce
	Taxable Total
	Tax
	Total

2.36	Produce
2.66	Meat
1.49	Dairy
.99	Dairy
.79	Dairy
.39	Dairy
2.36	Meat
2.98	Produce
1.05	Produce
.87	Grocery
.99	Grocery
.39	Grocery
.29	Grocery
.69	Grocery
	Taxable Total
	Tax
	Total

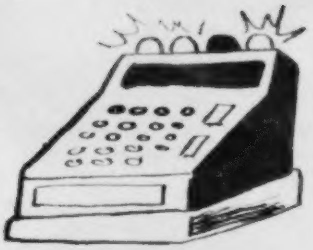
Teachers Won't Bite ?!?

OPERATION OF A CASH REGISTER

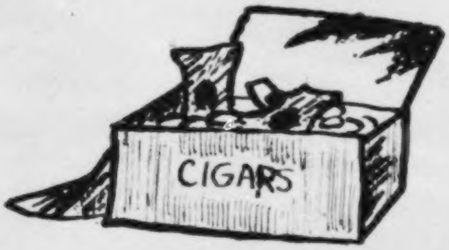


Upon completion of this packet you will be able to identify the main parts of the cash register, discuss their value in the business world of today, ring up a simple purchase, and find out if this type work suits you.

DB

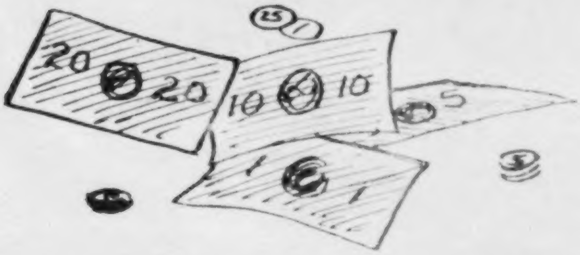


Hey, look at this crazy cash register. It has lights that blink on and off.



You keep your money in a cigar box. Are you sure it's safe?

There are lots of jobs open
to a person that knows how to
operate a cash register.



Look in the drawer of that cash register.

There's all kinds of money.

The typewriter is the business machine that is the most widely used, but next to it the cash register runs a close second. It is amazing to think of the many jobs that require this skill and the many, many people who end up using them. All stores have them and someone has to use them in each store. In fact many stores have several, and someone has to use each one of them. In fact many stores stay open from early morning to late night; this means that more than one person will be using each cash register.

You may not think you will ever need to know a little about the cash register but you just may end up using one. Some schools have a cash register available for students to learn on, others do not. Even if your school has one and you learn to operate it, when you get a job your cash register may be quite different, so most jobs offer a training period to learn the operation of the model cash register they use.

Before you can do a good job working at a cashier's job, you certainly must know how to handle money. How to separate it so it will be properly placed in the drawer, how to count change back to a customer, and above all other things--how to treat people so they will want to come back to your store again and again.

There are few courses in school that will not help in some way to prepare you for this type job. You need the math to be able to count money, make change, etc.; you need the English so you can talk to the customers in the proper way; you need all the classes in which you learn to communicate with people and this is every class you have. If you would want specific training you should take business classes such as office procedures, recordkeeping, accounting and business math.

Most cashiers make average salaries, and since there are so many places that use cash registers you could apply for a job in many different types of businesses. Would you like to work in a grocery store, or a department store, or a piece goods store, or an office, or --- or --- or ---

LEARNING ACTIVITIES

You would like to get a job working in the evening hours. A friend of yours says he knows of a job that is going to be open soon and suggests that you talk with the manager.

The job is in a grocery store and involves operating the cash register and checking out groceries.

You talk to the manager and he tells you the job will be available within the next couple weeks. He suggests you try to learn something about the operation of the cash register before you come back to talk with him at that time.

Some of the things that would be important to know and talk about is the use of the cash register; just what does it do, why is it important to the store.

Here's a check list for you to look over. These are some of the things a cash register does. This is why it is important to have a cash register instead of a shoe box to keep the money in.

1. It keeps a record of the sale and tells if it was a cash sale or a charge sale. (A charge sale is one that will be paid for at a later time.)
2. Any time you want to know how much has been sold during the day, the machine keeps a running total for you so all you have to do is check.
3. Most cash registers will compute the amount of change you should give back to the customer.
4. Shows on the tape (and keeps a record of) the type of merchandise sold.
5. Prints a receipt you can give the customer.
6. Records at the time of the sale a record that the customer can see.
7. Provides a safe place to keep the money.
8. Some can even print a punched tape that can be read by data processing equipment.

Boy, that cash register sure does a lot, doesn't it? Now our shoe box could - - -

Hey, Peep. I know we keep our shoes in a box sometimes.

How about money?

One thing you learn as you are looking over pictures of cash registers and reading about them is that they are NOT all alike.

A business buys a cash register to suit the needs of their particular type business. Some are really fancy and can do all sorts of jobs; the electronic cash register keeps a record of inventory, sales, cost and all sorts of things. Others are very simple machines that merely offer a place to keep money safely and records the sale.

There is a picture of a simple type cash register with the main parts marked on the next page. Notice that each part has a specific use. Look this over carefully and compare the picture with the cash register you have in your school. Can you locate all the parts, even if they don't look just exactly like this one.

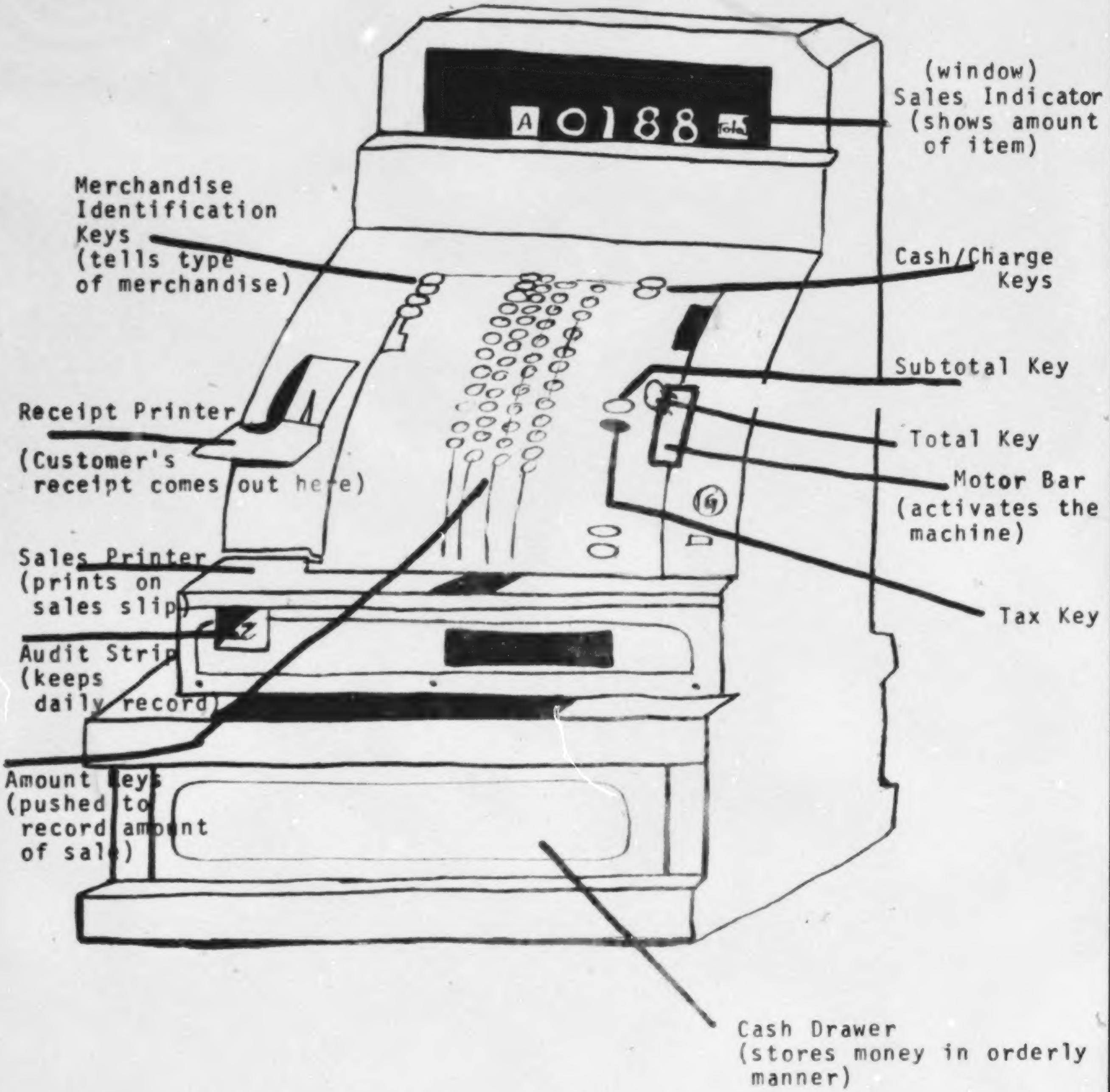
Check with your teacher to see if there is a book with your model cash register. These books always have a picture such as this with all the parts labeled.

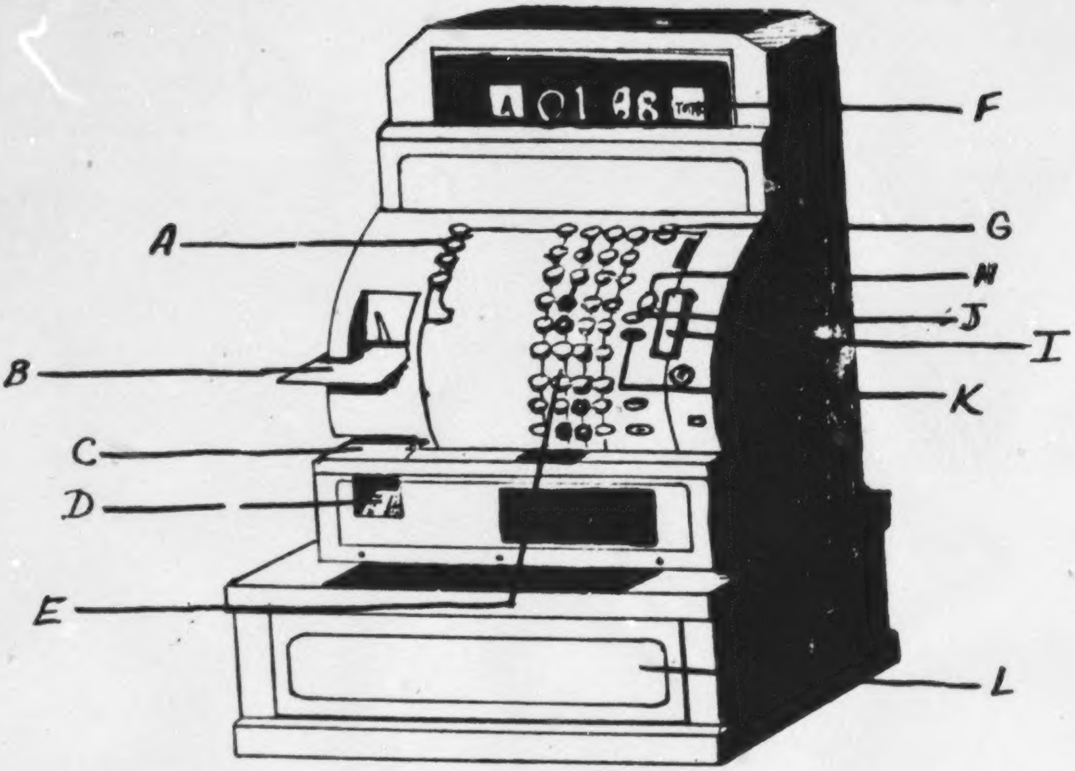
YOU & THE CASH REGISTER

Be sure you study the picture and your cash register very carefully.

You've studied and know the parts. Good. Now let's try doing something with it.

You have returned for an interview with the store manager and he has asked that you explain the parts of the cash register to him by filling in the diagram on page 6. Now don't check the one that's filled in--that's not fair. (Besides this is really just for you to see how well you know them. No one else is suppose to see it.)


A 0188 Total
(window)
Sales Indicator
(shows amount of item)
Merchandise Identification Keys
(tells type of merchandise)
Cash/Charge Keys
Subtotal Key
Receipt Printer
(Customer's receipt comes out here)
Total Key
Motor Bar
(activates the machine)
Sales Printer
(prints on sales slip)
Tax Key
Audit Strip
(keeps daily record)
Amount Keys
(pushed to record amount of sale)
Cash Drawer
(stores money in orderly manner)



1. ______ Customer receipt comes out here.
2. ______ Pushed to get a total of the sale.
3. ______ Use this key to activate the machine.
4. ______ The record of all sales for the day on tape.
5. ______ Tells if it has been a cash or charge sale.
6. ______ Window to show what was entered into cash register
7. ______ Place to insert charge slips for a charge sale.
8. ______ Pushed to tell what type of merchandise was sold.
9. ______ Separated into compartments for pennies, nickels, etc.
10. ______ Push these keys to record the sale in dollars and cents.

See if you can tell at least 5 things a cash register does.

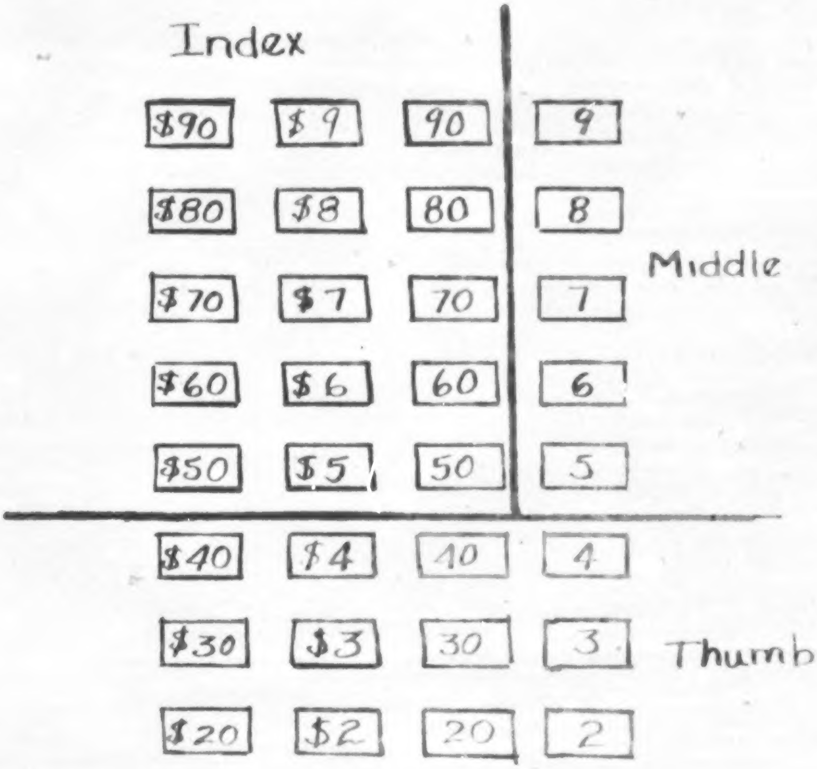
1.
2.
3.
4.
5.

Do you play the piano? The guitar? The trumpet?

If the answer to any of these is 'yes', you know how important it is to place the correct finger in the correct position.

The cash register has certain keys that really should be pushed by certain fingers. You can make the cash register work even if you use the wrong fingers, but you will not be doing the best job you could do.

This chart tells you which finger you should use on which key.



$90	$9	90	9
$80	$8	80	8
$70	$7	70	7
$60	$6	60	6
$50	$5	50	5
$40	$4	40	4
$30	$3	30	3
$20	$2	20	2
$10	$1	10	1

The store manager asked you to explain the parts and uses of the machine to him. You did this on page 6. Now check it with the information on page 5 and 3. If you goofed, go back over it, when you finish your teacher may ask you to do the same thing while looking at the cash register.

Study the keyboard chart on page 7 for proper finger placement. On a cash register you can push more than one key at a time.

The store manager is going to explain a few things about how to ring up a sale of merchandise and you do it as he explains.

He has taken several items from the store shelves and placed them on the counter in front of you.

He explains that the merchandise (this is goods that they bought to resell) is divided into four different classes: produce (this is fresh fruits and vegetables); meat; canned goods; and dairy (this is milk, butter, eggs, cottage cheese, cheese, etc.). In his store you use the following keys to ring these different items into the cash register. (Check the diagram to be sure you have the right part.)

Key #A	Produce
Key #B	Meat
Key #C	Grocery
Key #D	Dairy

(By using these keys to record each sale, the cash register will have a record at the end of the day of the total amount of each class sold during the day.)

He has placed these items on the counter and hands them to you one by one.

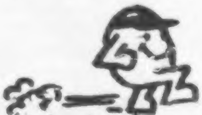
A dozen eggs. Priced marked--.69

To enter this in your cash register you:

1. Push the correct merchandise identification key. Eggs are classified as dairy so push D.
2. Push the amount of sale keys. The cost is 69¢ so push the 9 in the last column to the right and the 60 in the next column to the left. (These are the two rows that you use for amounts under a dollar.)
3. Push the "cash" key. (This means you got the money now. The charge key means you will get it at a later date, and you will seldom use this key at the grocery store since the only people that can charge items are employees.)

4. Push the motor bar. (This activates the machine.)

Peep, what does activate mean.



5. Look at the transaction indicator (window) see if the .69 shows there with the class "D" and CASH.)

Now you are ready for the next item.

One pound hamburger, price--79¢ (Oh, of course it's meat, Peep, what do you think it would be.)

Now go through all the 5 steps again.

Next item is a bag of apples, price--$1.09. (How would you classify this? Produce--right.)

5 steps again.

Next item is a can of Mother's Own tomato soup, price--30¢

5 steps again.

You've used the four different classification keys. You've used dollar and cents column figures.

Now let's total.

Press the subtotal key. Look at the transaction indicator (window) to see how much all the four items amount to. This is the amount you must charge tax on.

Different states have different tax rates. The chart on the next page is based on a 3% tax. This means you collect 3¢ tax on every dollar of merchandise sold. The total of your items is $2.87. On the chart find the amounts this would fall between. Got it? It's between 2.71 and 3.00--so charge .09.

Push the 9 in the last column to the right (this means 9¢) then press the tax key.

Finally. You are now ready to total. First let me warn you, when you press that total bar the drawer flies open and if you aren't careful it will hit you in the tummy. Ready? Press the total bar.

You will normally find a **tax** chart like this one attached to your cash register so all you need do is to look at it to determine how much tax you must charge on any amount.

Amount of Sale			Tax	Amount of Sale			Tax	Amount of Sale			Tax
.06	thru	.35	.01	18.01	"	18.35	.55	36.01	"	36.35	1.09
.36	"	.70	.02	18.36	"	18.70	.56	36.36	"	36.70	1.10
.71	"	1.00	.03	18.71	"	19.00	.57	36.71	"	37.00	1.11
1.01	"	1.35	.04	19.01	"	19.35	.58	37.01	"	37.35	1.12
1.36	"	1.70	.05	19.36	"	19.70	.59	37.36	"	37.70	1.13
1.71	"	2.00	.06	19.71	"	20.00	.60	37.71	"	38.00	1.14
2.01	"	2.35	.07	20.01	"	20.35	.61	38.01	"	38.35	1.15
2.36	"	2.70	.08	20.36	"	20.70	.62	38.36	"	38.70	1.16
2.71	"	3.00	.09	20.71	"	21.00	.63	38.71	"	39.00	1.17
3.01	"	3.35	.10	21.01	"	21.35	.64	39.01	"	39.35	1.18
3.36	"	3.70	.11	21.36	"	21.70	.65	39.36	"	39.70	1.19
3.71	"	4.00	.12	21.71	"	22.00	.66	39.71	"	40.00	1.20
4.01	"	4.35	.13	22.01	"	22.35	.67	40.01	"	40.35	1.21
4.36	"	4.70	.14	22.36	"	22.70	.68	40.36	"	40.70	1.22
4.71	"	5.00	.15	22.71	"	23.00	.69	40.71	"	41.00	1.23
5.01	"	5.35	.16	23.01	"	23.35	.70	41.01	"	41.35	1.24
5.36	"	5.70	.17	23.36	"	23.70	.71	41.36	"	41.70	1.25
5.71	"	6.00	.18	23.71	"	24.00	.72	41.71	"	42.00	1.26
6.01	"	6.35	.19	24.01	"	24.35	.73	42.01	"	42.35	1.27
6.36	"	6.70	.20	24.36	"	24.70	.74	42.36	"	42.70	1.28
6.71	"	7.00	.21	24.71	"	25.00	.75	42.71	"	43.00	1.29
7.01	"	7.35	.22	25.01	"	25.35	.76	43.01	"	43.35	1.30
7.36	"	7.70	.23	25.36	"	25.70	.77	43.36	"	43.70	1.31
7.71	"	8.00	.24	25.71	"	26.00	.78	43.71	"	44.00	1.32
8.01	"	8.35	.25	26.01	"	26.35	.79	44.01	"	44.35	1.33
8.36	"	8.70	.26	26.36	"	26.70	.80	44.36	"	44.70	1.34
8.71	"	9.00	.27	26.71	"	27.00	.81	44.71	"	45.00	1.35
9.01	"	9.35	.28	27.01	"	27.35	.82	45.01	"	45.35	1.36
9.36	"	9.70	.29	27.36	"	27.70	.83	45.36	"	45.70	1.37
9.71	"	10.00	.30	27.71	"	28.00	.84	45.71	"	46.00	1.38
10.01	"	10.35	.31	28.01	"	28.35	.85	46.01	"	46.35	1.39
10.36	"	10.70	.32	28.36	"	28.70	.86	46.36	"	46.70	1.40
10.71	"	11.00	.33	28.71	"	29.00	.87	46.71	"	47.00	1.41
11.01	"	11.35	.34	29.01	"	29.35	.88	47.01	"	47.35	1.42
11.36	"	11.70	.35	29.36	"	29.70	.89	47.36	"	47.70	1.43
11.71	"	12.00	.36	29.71	"	30.00	.90	47.71	"	48.00	1.44
12.01	"	12.35	.37	30.01	"	30.35	.91	48.01	"	48.35	1.45
12.36	"	12.70	.38	30.36	"	30.70	.92	48.36	"	48.70	1.46
12.71	"	13.00	.39	30.71	"	31.00	.93	48.71	"	49.00	1.47
13.01	"	13.35	.40	31.01	"	31.35	.94	49.01	"	49.35	1.48
13.36	"	13.70	.41	31.36	"	31.70	.95	49.36	"	49.70	1.49
13.71	"	14.00	.42	31.71	"	32.00	.96	49.71	"	50.00	1.50
14.01	"	14.35	.43	32.01	"	32.35	.97	50.01	"	50.35	1.51
14.36	"	14.70	.44	32.36	"	32.70	.98	50.36	"	50.70	1.52
14.71	"	15.00	.45	32.71	"	33.00	.99	50.71	"	51.00	1.53
15.01	"	15.35	.46	33.01	"	33.35	1.00	51.01	"	51.35	1.54
15.36	"	15.70	.47	33.36	"	33.70	1.01	51.36	"	51.70	1.55
15.71	"	16.00	.48	33.71	"	34.00	1.02	51.71	"	52.00	1.56
16.01	"	16.35	.49	34.01	"	34.35	1.03	52.01	"	52.35	1.57
16.36	"	16.70	.50	34.36	"	34.70	1.04	52.36	"	52.70	1.58
16.71	"	17.00	.51	34.71	"	35.00	1.05	52.71	"	53.00	1.59
17.01	"	17.35	.52	35.01	"	35.35	1.06	53.01	"	53.35	1.60
17.36	"	17.70	.53	35.36	"	35.70	1.07	53.36	"	53.70	1.61
17.71	"	18.00	.54	35.71	"	36.00	1.08	53.71	"	54.00	1.62

Pages 11, 12, and 13 are practice problems. Do them and come back to the instructions below.

You are now ready to ask your teacher to let you tell her the different things a cash register does. Also point out the different parts. She will give you a list of groceries to use to show her/him how you would ring up the sale.

Also, please complete the attitude sheet at the back of the packet to give to him/her.

Here are some practice problems in just indexing amounts into the register. Be careful that you use the correct fingers on the keys. Just add the amounts in and total.

TO CHECK: Tear off the tape and lay it down right beside this column. Did you put in the right figure?????

.50	.50	.50	.50	.50	.70	.70	.50	7.00
.60	5.00	50.00	5.00	.60	.80	.80	.60	8.00
.50	.50	.50	50.00	.70	8.00	.90	.70	9.00
.70	6.00	60.00	.50	7.00	80.00	9.00	.50	.50
.50	.50	.50	.60	70.00	8.00	90.00	.80	50.00
.80	7.00	70.00	6.00	7.00	.80	9.00	.90	60.00
.50	.50	.50	60.00	.70	.70	.90	.50	70.00
.90	8.00	80.00	6.00	.60	.60	.80	5.00	80.00
.50	.50	.50	.60	.50	.50	.70	6.00	90.00
.90	9.00	90.00	.50	.60	.60	.60	.50	.50

.09	.08	.50	.07	4.00	.10	.50	.50	.50
.06	.07	.07	.10	.10	.50	.90	5.00	90.00
.05	.04	.10	.20	10.00	.60	.50	.50	.50
.03	.02	.05	.10	.10	.60	9.00	50.00	.07
.01	.06	.07	1.00	20.00	.50	.10	.50	.40
.10	.10	.06	.10	.10	.70	8.00	60.00	.19
.30	.20	.08	2.00	.01	.60	.50	.50	.07
.50	.40	.07	.10	30.00	.70	7.00	70.00	.17
.70	.60	.09	3.00	.10	.50	.50	.10	.57
.90	.80	.07	.10	40.00	.80	6.00	80.00	.10

.10	20.00	.10	1.00	10.00	.02	3.00	4.00	.30
10.00	.02	30.00	.04	.10	.10	2.00	40.00	.10
.20	.10	.10	.10	.01	.03	.10	.40	.20
.10	.03	3.00	4.00	20.00	.10	1.00	.10	.10
.01	.10	2.00	40.00	30.00	30.00	.04	.20	.09
.10	30.00	.10	.10	.10	.10	.10	.10	.08
.07	.09	.05	.07	.09	.07	.08	.07	.09
.08	.10	.07	.06	.08	.06	.01	.08	.10
.09	.06	.08	.05	.07	.05	.10	.09	.06

Here are some problems (with the answers--woopee) that you can practice on. Notice it is divided among Produce, Meat, Dairy and Grocery.

Go slow and use the correct fingers on the correct keys.

Sale #1

.10	Produce
.11	Grocery
.10	Produce
.13	Meat
.12	Dairy
.20	Meat
.10	Grocery
.21	Meat
.10	Grocery
.30	Grocery
.01	Dairy
.10	Grocery
.22	Produce
.10	Grocery
.23	Meat
.10	Grocery
.23	Meat
.10	Grocery
.31	Meat
.10	Grocery
.32	Meat
.10	Grocery
.33	Produce
.20	Grocery
.24	Grocery
.40	Meat
.44	Meat
.24	Grocery
.10	Produce
.01	Dairy
.10	Dairy
.41	Meat
.10	Grocery
.30	Produce
.10	Grocery
.23	Meat
.20	Grocery
.33	Dairy
.10	Grocery
.14	Produce
.04	Produce
.03	Produce
.10	Grocery
.24	Meat
.31	Meat
.10	Grocery
$8.18	TOTAL

Sale #2

.50	Grocery
.60	Meat
.50	Grocery
.70	Meat
.50	Produce
.80	Dairy
.50	Dairy
.90	Meat
.50	Grocery
.90	Meat
.50	Grocery
.01	Dairy
.50	Grocery
.02	Dairy
.50	Grocery
.03	Dairy
.50	Grocery
.04	Dairy
.50	Produce
.61	Meat
.50	Grocery
.62	Meat
.50	Produce
.63	Meat
.50	Meat
.64	Dairy
.50	Dairy
.71	Meat
.50	Grocery
.72	Meat
.50	Produce
.73	Grocery
.50	Meat
.74	Produce
.50	Dairy
.81	Meat
.50	Produce
.82	Dairy
.50	Dairy
.83	Meat
.50	Produce
.84	Meat
.50	Grocery
.91	Meat
.50	Produce
.92	Meat
.50	Produce
.93	Dairy
.50	Dairy
.94	Grocery
$28.90	TOTAL

This page is just a little bit harder. Here you have to put in the amount, and the department key, and add the tax.

Use your "dairy" key to identify the miscellaneous items.

.10	Grocery
.21	Grocery
.32	Grocery
.44	Grocery
.35	Produce
.53	Miscellaneous
.25	Miscellaneous
.65	Meat

____ **TAXABLE TOTAL**
____ **SALES TAX**
____ **TOTAL**

.19	Grocery
.27	Grocery
1.38	Meat
.56	Produce
.77	Miscellaneous
.56	Grocery
.05	Miscellaneous
.39	Grocery

____ **TAXABLE TOTAL**
____ **SALES TAX**
____ **TOTAL**

.89	Meat
.29	Produce
.81	Grocery
1.13	Meat
6.98	Meat
.39	Miscellaneous
.54	Grocery
.19	Miscellaneous

____ **TAXABLE TOTAL**
____ **SALES TAX**
____ **TOTAL**

1.39	Grocery
4.95	Meat
1.29	Produce
3.75	Miscellaneous
4.44	Miscellaneous
7.77	Meat
2.48	Meat
1.59	Grocery
.99	Miscellaneous
.19	Grocery
.88	Grocery

____ **TAXABLE TOTAL**
____ **SALES TAX**
____ **TOTAL**

.23	Grocery
.59	Grocery
.61	Grocery
.65	Meat
.25	Miscellaneous
.35	Grocery
.15	Grocery
.29	Grocery
.28	Grocery
.37	Produce
.48	Miscellaneous

____ **TAXABLE TOTAL**
____ **SALES TAX**
____ **TOTAL**

1.00	Grocery
.50	Produce
2.00	Meat
.17	Grocery
3.00	Meat
.57	Grocery
4.00	Miscellaneous
.75	Grocery
.71	Grocery
5.00	Meat
6.00	Miscellaneous

____ **TAXABLE TOTAL**
____ **SALES TAX**
____ **TOTAL**

.10	Grocery
.21	Grocery
.32	Grocery
.44	Grocery
.35	Produce
.53	Miscellaneous
.25	Miscellaneous
.65	Meat

____ **TAXABLE TOTAL**
____ **SALES TAX**
____ **TOTAL**

.19	Grocery
.27	Grocery
1.38	Meat
.56	Produce
.77	Miscellaneous
.21	Miscellaneous
.56	Grocery
.05	Miscellaneous

____ **TAXABLE TOTAL**
____ **SALES TAX**
____ **TOTAL**

.89	Meat
.29	Produce
.81	Grocery
1.13	Meat
6.98	Meat
.39	Miscellaneous
.54	Grocery
.19	Miscellaneous

____ **TAXABLE TOTAL**
____ **SALES TAX**
____ **TOTAL**

Please turn back to page 10.

Name ______________________________

Occupational Cluster & Number BUSINESS AND OFFICE L

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading about the cash register.					
2. Learning the parts of the cash register					
3. Using the cash register.					
4. Using the tax chart.					
5.					
6.					
7.					
8.					
9.					

	Yes	No
10. Are you now aware of jobs using these skills or activities?		
11. Would you like a job involving these skills or activities?		
12. Would you like to find out more about this area of work?		

13. Comments ______________________________

____

____